

Magazine School District 2021-2022 District Support/Literacy Plan

2021-2022 District Literacy Improvement Goal:

Overarching Literacy Goal: Increasing the overall effectiveness of teaching and learning within the district through laying and solidifying foundations, clarifying what students must learn, and providing and refining data-driven systematic interventions and extensions with a minimum growth of 10% by the end of the 2021-2022 school year as measured by iReady and ACT Aspire Reading scores.

Prioritization of Funding: Funding will be prioritized to improve literacy achievement throughout the district.

Literacy Plan

Needs Assessment:

- iReady Diagnostics 3rd Diagnostic Results for Tier 1 Reading 2020-2021

K	85%
1st	52%
2nd	40%

- ACT Aspire Reading Summative Results for 2020-2021 Meeting Benchmark (Ready or Exceeding)

3rd	25.8%
4th	31.6%
5th	41.9%
6th	48.6%

Priorities:

1. Establish and clarify expectations for student learning.
2. Collaboratively strengthen and refine expectations for teachers on effective instructional practices and tiered interventions to respond to student learning.
3. Monitor expectations set for student learning by making data driven decisions on instructional practices and interventions.

7th	22%
8th	34.1%
9th	21.9%
10th	28.2%

- During the 2020-2021 school year, 50 students attending Magazine School District received dyslexia intervention services from a trained dyslexia interventionist.
- During the 2020-2021 school year, 91 students attending Magazine School District received Special Education services

Evaluation

Actions	Person Responsible	Time Line	Evidence of Monitoring
The District Guiding Coalition will evaluate the overall effectiveness of the plan by disaggregating data of all supports provided to the schools.	District Guiding Coalition: Superintendent, Principals, Counselor, and Teachers.	Data will be gathered throughout the year and reviewed. Formal decisions will be made at the end of year school year.	Classroom Data sheets, surveys, summative and formative assessments
All staff members will meet the requirements per	Teachers, and Administrators	All current staff members have met the required level of SoR awareness	PD records, lesson plans, classroom observations

<p>grade and subject level for the SoR.</p>		<p>and/or proficiency. New staff will attend training within the first year to meet the necessary level. Elementary: All teachers have met the proficiency level. Secondary: All teachers excluding new hires have completed an awareness pathway in the SoR. ELA teachers in 7-9 grade, the library media specialist, and the 7th and 8th grade science teacher have completed additional stand alone RISE training days at Guy Fenter geared toward morphology, fluency, and vocabulary. Principals: All principals have received the SoR assessor training.</p>	
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Goals: By Spring of 2022, Magazine Elementary and HS will demonstrate a minimum of 10% increase in reading achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

Prioritization of Funding: Funding will be prioritized to improve literacy achievement throughout the district.

PLAN/DO/CHECK			
Actions	Person Responsible	Time Line	Evidence of Monitoring

<p>All students, including the special education subgroups will be assessed using PAST, ORF tool, DSA, and Science of Reading recommended decoding assessments</p>	<p>Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches</p>	<p>Assessments will be given at the beginning, middle and end of the school year.</p>	<p>Classroom data sheets</p>
<p>Utilize the Heggerty, iReady, Foundations, Just Words, and other tools to achieve reading growth with students including the special education subgroup</p>	<p>Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches</p>	<p>Lesson plans - weekly RTI documentation, intervention logs, and assessments - monthly</p>	<p>Daily class schedules, lesson plans, RTI documentation, intervention logs, and assessments</p>
<p>Utilize Sonday with special education subgroup and students with the characteristics of dyslexia</p>	<p>Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches</p>	<p>Sonday schedule varies depending on individual student needs</p>	<p>Documentation is compiled after each session</p>
<p>Incorporate the five components of reading: phonemic awareness, phonics, vocabulary, text fluency & comprehension into daily instruction</p>	<p>Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches</p>	<p>Lesson plans will be turned in weekly to the principal</p>	<p>Daily class schedules, lesson plans</p>
<p>Small group instruction for all students, including the special education subgroup</p>	<p>Administration, leadership team, and teacher teams working in partnership</p>	<p>Daily during Advisory and as needed during instructional time</p>	<p>Intervention logs</p>

	with the PLC and content coaches		
All teachers, including special education teachers, will complete, become proficient & be assessed in their Science of Reading pathway through RISE or Arkansas Ideas	Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches	RISE training will be completed within 3 years of starting	PD transcripts, classroom observations
Representatives from the Guy Fenter Cooperative will attend PLC meetings to support the Science of Reading	Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches	Monthly	PLC sign-in sheets
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	Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches	Yearly	PD logs

Goals: By the end of the 2021-22 school year, teams at Magazine Elementary and HS will have clarity about their collaborative work, and will complete at

least two improvement cycles (Plan-Do-Study-Act) with a focus on essential standards (Q1) and gathering evidence of student learning (Q2)

Prioritization of Funding: Funding will be prioritized to improve literacy achievement throughout the district.

Current Curriculum:

Pre-K: Launchpad, Foundations: pre-k-2 (**phonics**)

Haggerty: K-1 (**phonemic awareness**), iReady: K-2 (**phonological awareness, phonics, vocabulary, comprehension**), iReady: 3-6 (**vocabulary, comprehension**)(they have incorporated a new fluency piece), Sonday is used as an additional support for **struggling readers**.

7-12: **Standards:** Trade books, excerpts, and articles, **Vocabulary and Comprehension:** iReady Personal Pathways, **Decoding and Encoding:** Multisyllable Routine, Supplementary- StudySync, **Phonics, Phonemic awareness, Characteristics of Dyslexia:** Sonday

PLAN/DO/CHECK

Actions	Person Responsible	Time Line	Evidence of Monitoring
Build vertical consensus of essential standards and proficiency in literacy	Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches	All activities will occur during the 2021-22 academic year as determined by leadership and coaches.	I-Ready ACT Aspire Common formative and End of Unit summative measures (team developed)
Unit by unit, members will engage in clarifying proficiency for those essentials and unwrapping the standards to reveal smaller learning target	Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches	All activities will occur during the 2021-22 academic year as determined by leadership and coaches.	I-Ready ACT Aspire Common formative and End of Unit summative measures (team developed)
Teams will engage in learning to identify evidence of learning of the essentials and will design at least one CFA and a	Administration, leadership team, and teacher teams	All activities will occur during the 2021-22 academic year as determined	I-Ready ACT Aspire Common formative and End of Unit summative

common end of unit assessment/summative measure for at least two units	working in partnership with the PLC and content coaches	by leadership and coaches.	measures (team developed)
Engage in new learning of instructional strategies to increase student learning in literacy	Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches	All activities will occur during the 2021-22 academic year as determined by leadership and coaches.	I-Ready ACT Aspire Common formative and End of Unit summative measures (team developed)

Goals:By the end of 2021-22 school year, Magazine Elementary and HS will engage in the critical examination of the schools’ structures, processes and results related to interventions and make specific recommendations to enhance the effectiveness and results of the school’s system.

Prioritization of Funding: Funding will be prioritized to improve literacy achievement throughout the district.

PLAN/DO/CHECK			
Actions	Person Responsible	Time Line	Evidence of Monitoring
Refine system for gathering and organizing assessment information on a schoolwide basis	Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches	All activities will occur during the 2021-2022 academic year as determined by the coaches and administration	Centralized database of student assessments, growth, and interventions Specific data for students receiving interventions
Identify students receiving intensive interventions and	Administration, leadership team, and teacher teams	All activities will occur during the 2021-2022 academic year as determined	Centralized database of student assessments, growth, and

monitor their progress	working in partnership with the PLC and content coaches	by the coaches and administration	interventions Specific data for students receiving interventions
Refine structures to ensure Tier 2 time	Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches	All activities will occur during the 2021-2022 academic year as determined by the coaches and administration	Centralized database of student assessments, growth, and interventions Specific data for students receiving interventions