



Magazine Elementary School Improvement Plan
Grades: prek-6th
Revised December 2019

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%, and to increase the percentage of students in Tier 1 for grades K-2 on their Istation state pull months. We will strive to meet goal 1 within three years 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, Istation 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%

% of Students in Grades K-2 who were in Tier 1 on the Istation Reading Test

Grade Level	Kindergarten			First Grade			Second Grade		
	September	January	April	September	January	April	September	January	April
17-18	48%	47%	52%	33%	43%	51%	56%	57%	63%
18-19	58%	47%	68%	56%	54%	58%	41%	57%	68%
19-20	60%	TBA	TBA	50%	TBA	TBA	74%	TBA	TBA

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

Action Steps	Documentation	Timeline
<ul style="list-style-type: none"> • All students, including the special education subgroups will be assessed using PAST, DIBELS, DSA, and Science of Reading recommended decoding assessments • Utilize the Heggerty, Istation, Foundations, and other tools to achieve reading growth with all students including the special education subgroup • Utilize Sonday with special education subgroup and students with the characteristics of dyslexia • Incorporate the five components of reading: phonemic awareness, phonics, vocabulary, text fluency & comprehension into daily instruction • Small group instruction for all students, including the special education subgroup • All teachers, including special education teachers, 	<ul style="list-style-type: none"> • Classroom data sheets • Daily class schedules, lesson plans, RTI documentation, intervention logs, and assessments • Documentation is compiled after each session • Daily class schedules, lesson plans • Intervention logs • PD transcripts, classroom observations 	<ul style="list-style-type: none"> • Assessments will be given at the beginning, middle and end of the school year (Kindergarten starts at mid year) • Lesson plans - weekly RTI documentation, intervention logs, and assessments - monthly • Sonday schedule varies depending on individual student needs • Lesson plans will be turned in weekly to the principal • Daily during Advisory and as needed during instructional time • RISE training will be completed within 3 years of

<p>will complete & become proficient in their Science of Reading pathway through RISE or Arkansas Ideas</p> <ul style="list-style-type: none"> Representatives from the Guy Fenter Cooperative will attend PLC meetings to support the Science of Reading 	<ul style="list-style-type: none"> PLC sign-in sheets 	<p>starting</p> <ul style="list-style-type: none"> Monthly
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Goal Evidence: ACT Aspire summative data, PAST Assessment, DSA, Dibels, Istation 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 & display monthly percentages of Istation growth per homeroom.

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	
	All Students	Special Education Subgroup	All Students	Special Education Subgroup	All Students	Special Education Subgroup	All Students	Special Education Subgroup
School Year								
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

Action Steps	Documentation	Timeline
<ul style="list-style-type: none"> Use i-Ready, Istation, Foundations, progress reports and other information to guide RTI discussions and plan targeted instruction. 	<ul style="list-style-type: none"> Lesson plans, RTI documentation Students will take an active role in updating their data binders when appropriate 	<ul style="list-style-type: none"> Lesson plans - weekly RTI documentation, Istation, and data binders - monthly

<ul style="list-style-type: none"> • Design and continuously update lesson plans so that they are current and aligned with Arkansas Curriculum Frameworks. • 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. • Recommend students, including the special education subgroup, get extra help in specific subject areas during advisory, attend after-school tutoring, and/or attend the intersessions to receive the help they need to be successful in the classroom • ACT Aspire testing will be spread out over multiple days to prevent testing fatigue 	<ul style="list-style-type: none"> • Lesson plans • PD transcripts, sign-in sheets • After-school tutoring forms, intersession forms, intervention logs • Testing schedules 	<ul style="list-style-type: none"> • Lesson plans will be turned in weekly to the principal • Staff will attend at least 60 hours of PD per school year • Additional instruction will be offered depending on individual student needs • April-August: testing feedback September-December: create schedule options & gather feedback December: final approval
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Goal Evidence: ACT Aspire interim data, ACT Aspire summative data, Istation 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: Based upon a 3 year study of attendance data, 11% of students have been chronically absent in the '16-17' & '18-19' school year & 13% in '17-18'. Chronically absent is defined as those students missing 10% (18 or more days). Students considered *at risk* have missed 5-9.99% (10-17 days). Thirty-four percent of students were considered *at risk* last year, 35% in '17-18', and 27% in '16-17'. Research shows that students with higher absenteeism rates have lower scores on standardized tests thus creating an immediate need for intervention.

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

Action Steps	Documentation	Timeline
<ul style="list-style-type: none"> All grade levels will set an attendance goal & will establish a student selected incentive when the goal is met A school wide celebration will occur each day the overall attendance reaches 98% or higher Develop a Communication Plan Continue closely monitoring attendance 	<ul style="list-style-type: none"> Celebrations will be shared in newsletters and on various social media platforms Celebrations will be shared in newsletters and on various social media platforms Information provided in newsletters, during the Rattler Morning Meeting & on social media platforms to include Facebook and the district website Homeroom teachers will contact parents & document after 2 absences in a row MES office staff will send home absent or tardy notification letters daily/weekly 	<ul style="list-style-type: none"> Celebrations will be held once the established goal is met Celebrations will be held once the established goal is met Daily - Rattler Morning Meetings Weekly - newsletters & social media platforms Daily as needed on an individual student basis Daily/weekly as needed on an individual student basis

	<ul style="list-style-type: none"> • School-wide incentives to encourage good attendance based on data will be planned by the Leadership Team 	<ul style="list-style-type: none"> • School-wide challenges will be set monthly
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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.