Magazine Elementary School Improvement Plan
Grades: prek-6th
Revised March 2022

Goal 1: By Spring of 2022, Magazine Elementary will demonstrate a minimum of 10% increase in reading achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

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

Rationale: ACT Aspire data & iReady data 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
16-17	22%	33%	33%	68%
17-18	28%	32%	42%	47%
18-19	35%	49%	36%	49%
19-20	Due to Covid-19, there is no data for the 19-20 school year			
20-21	26%	32%	42%	49%
Spring 2022 Targets	45%	50%	55%	60%
21-22				

% of Students in Grades K-2nd who were on grade level for the iReady Reading Test			
Grade Level	Spring 2021 iReady results	Spring 2022 iReady targets	Fall 2021 iReady results
K	85%	90%	26%
1st	52%	75%	6%
2nd	40%	65%	5%

Action Steps	Documentation	Timeline
- Essential standards will be identified across all grades and subjects, including informational literacy embedded in social studies and science - Build vertical consensus of essential standards and proficiency in literacy - Unit by unit, members will engage in clarifying proficiency for those essentials and unwrapping the standards to reveal smaller learning target - Teams will engage in learning to identify evidence of learning of the essentials and will design at least one CFA and a common end of unit assessment/summative measure for at least two units - Engage in new learning of instructional strategies to increase student learning in literacy - Teams will follow the Plan/Do/Study/Act process, using protocols and developing specific work products	Teachers will place all documents in the Magazine Elementary Team Folder for their grade level	All activities will occur during the 2021-2022 academic year as determined by leadership & coaches
All students, including the special education subgroups will be assessed using PAST, DIBELS, DSA, and Science of Reading recommended decoding	Classroom data sheets	Assessments will be given at the beginning, middle and end of the school year (Kindergarten starts at mid year)

assessments		
● 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 into daily instruction	● Daily class schedules, lesson plans	● Lesson plans will be turned in weekly to the principal
● 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: By Spring of 2022, Magazine Elementary will demonstrate a minimum of 10% increase in **math** achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

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

Rationale: ACT Aspire data & iReady data reveal that math is another opportunity for academic improvement.

% of Students in Grades 3rd-6th who were Exceeding or Ready on the ACT Aspire Math Test				
School Year	3rd	4th	5th	6th
16-17	46%	55%	51%	77%
17-18	52%	36%	63%	50%
18-19	42%	41%	45%	54%
19-20	Due to Covid-19, there is no data for the 19-20 school year			
20-21	36.7%	28.9%	54.8%	43.2%
Spring 2022 Targets	50%	45%	50%	75%
21-22				

% of Students in Grades K-2nd who were on grade level for the iReady Math Test			
Grade Level	Spring 2021 iReady results	Spring 2022 iReady targets	Fall 2021 iReady results
K	62%	75%	23%
1st	26%	75%	8%
2nd	32%	60%	14%

Action Steps	Documentation	Timeline
- Identify essential standards and clarify evidence of proficiency in math - Build vertical consensus of essential standards and proficiency in math - Engage teachers in backward planning of instructional units focused on the essential standards - Engage in new learning of instructional strategies to support high levels of learning in math - Develop aligned assessments to formatively and summatively measure student learning of the essential standards in math - Teams will follow the Plan/Do/Study/Act process, using protocols to examine their practices in math and develop specific work products.	Teachers will place all documents in the Magazine Elementary Team Folder for their grade level	All activities will occur during the 2021-2022 academic year as determined by leadership & coaches
Use i-Ready, 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 to be successful in the classroom	● After-school tutoring forms, parent contact forms, intervention logs	● Additional instruction will be offered depending on individual student needs
● 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: By Spring of 2022, Magazine Elementary will strive to maintain a student population of 5% or less identified as at risk and 3% or less identified as chronically absent.

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 5 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%
20-21	285	4%	1%
21-22			

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			
20-21	88.24	88.63	89.74	85.56

Action Steps	Documentation	Timeline
- All grade levels will strive to attain a satisfactory attendance goal (students miss fewer than 10 days) - All homerooms will participate in the WE ARE HERE! Attendance challenge - Attendance rewards will be established at the homeroom and individual levels to promote attendance	- Attendance reports - Homerooms will display the phrase "WE ARE HERE!" & turn over a letter each day they have 100% attendance - Attendance reports and a Google document	- Attendance will be taken daily - Attendance will be taken daily - Homeroom rewards will be given when the phrase "WE ARE HERE!" has been completed & individual rewards will be given at the semester

● 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
● After School Tutoring will be offered to any student needing to makeup time/classwork for attendance purposes	● Tutoring logs & completed assignments in Google Classroom	● After School Tutoring is offered Monday-Thursday until 4:30

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.