

Magazine School District

2022-2023 District Support/Literacy Plan

2022-2023 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 2022-2023 school year as measured by iReady and ACT Aspire Reading scores.

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

Literacy Plan

Needs Assessment:

- iReady Diagnostics 3rd Diagnostic Results for Tier 1 Reading 2021-2022

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| K | 63% |
| 1st | 54% |
| 2nd | 38% |

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

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| 3rd | 25% |
| 4th | 37% |
| 5th | 39% |
| 6th | 44% |

Priorities:

1. 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, interventions and extensions..

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| 7th | 41% |
| 8th | 32% |
| 9th | 42% |
| 10th | 20% |

- During the 2021-2022 school year, 49 students attending Magazine School District received dyslexia intervention services from a trained dyslexia interventionist.
- During the 2021-2022 school year, 91 students attending Magazine School District received Special Education services

Evaluation

| Actions | Person Responsible | Time Line | Evidence of Monitoring |
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| 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, Curriculum/Federal Programs Admin, 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 | Teachers, and Administrators | All current staff members have met the required level of | PD records, lesson plans, classroom observations |

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| <p>requirements per grade and subject level for the SoR.</p> | | <p>SoR awareness and/or proficiency. New staff will attend training within the first year to meet the necessary level.</p> <p>Elementary: All teachers have met the proficiency level.</p> <p>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.</p> <p>Principals: All principals have received the SoR assessor training.</p> | |
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Goals: By Spring of 2023, 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: ESA Funding will be prioritized to improve literacy achievement throughout the district.

PLAN/DO/CHECK

| Actions | Person Responsible | Time Line | Evidence of Monitoring |
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| All students, including the special education subgroups will be assessed using PAST, ORF tool, DSA, and Science of Reading recommended decoding assessments | Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches | Assessments will be given at the beginning, middle and end of the school year. | Classroom data sheets |
| Utilize the Heggerty, iReady, Foundations, Just Words, and other tools to achieve reading growth with students including the special education subgroup | Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches | Lesson plans - weekly RTI documentation, intervention logs, and assessments - monthly | Daily class schedules, lesson plans, RTI documentation, intervention logs, and assessments |
| Utilize Sonday with special education subgroup and students with the characteristics of dyslexia | Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches | Sonday schedule varies depending on individual student needs | Documentation is compiled after each session |
| Incorporate the five components of reading: phonemic | Administration, leadership | Lesson plans will be turned in weekly to the principal | Daily class schedules, lesson plans |

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| awareness, phonics, vocabulary, text fluency & comprehension into daily instruction | team, and teacher teams working in partnership with the PLC and content coaches | | |
| Small group instruction for all students, including the special education subgroup | Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches | Daily during Advisory and as needed during instructional time | Intervention logs |
| 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 | Administration, leadership team, and teacher teams working in partnership | Yearly | PD logs |

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| the district | with the PLC and content coaches | | |
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Goals: By the end of the 2022-2023 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: ESA 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**)K-5 Benchmark Workshop.
 Sonday is used as an additional support for **struggling readers**.
 7-12: **Standards:** StudySync HQIM, **Vocabulary and Comprehension:** StudySync, Keys to Voacabulary Routines, Keys to Comprehension Routines **Decoding and Encoding:** 95% Group Multisyllable Routine Cards, Just Words **Phonics, Phonemic awareness, Characteristics of Dyslexia:** Sonday

PLAN/DO/CHECK

| Actions | Person Responsible | Time Line | Evidence of Monitoring |
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| 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 | 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 |

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| unwrapping the standards to reveal smaller learning target | working in partnership with the PLC and content coaches | by leadership and coaches. | summative measures (team developed) |
| Teams will identify/design at least one CFA and an aligned common end of unit assessment/summative measure for every unit in literacy (working in vertical teams as needed) | Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches | All activities will occur during the 2022-2023 academic year as determined by leadership and coaches. | I-Ready ACT Aspire Common formative and End of Unit summative 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) |
| Teams will provide Tier 2 support for their students based on the results of their formative and end of Unit assessments to ensure that students learn their essential standards. | 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 2022-2023 school year, Magazine Elementary and HS will update their schoolwide MTSS/RTI system and recommend specific goals toward refining its structures, processes and results related to interventions and make specific recommendations to enhanc the effectiveness and results of the school’s system, as evidenced by various work products.

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

PLAN/DO/CHECK

| Actions | Person Responsible | Time Line | Evidence of Monitoring |
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| Participate in a 6 day RTI Academy | Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches | All activities will occur during the 2022-2023 academic year as determined by the coaches and administration | Centralized database of student assessments, growth, and interventions Specific data for students receiving interventions |
| Analyze data re: the achievement and growth of specific student groups including those receiving intensive interventions (Tier III)or Sped support | Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches | All activities will occur during the 2022-2023 academic year as determined by the coaches and administration | Centralized database of student assessments, growth, and interventions Specific data for students receiving interventions |
| Refine structures to ensure that students receive Tier 2 support and monitor the success by through ongoing | Administration, leadership team, and teacher teams working in partnership | All activities will occur during the 2022-2023 academic year as determined by the coaches and administration | Centralized database of student assessments, growth, and interventions. Specific data for |

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| feedback and use of data | with the PLC and content coaches | | students receiving interventions Defined Pyramid of support for academics and SEL/Behavior |
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