



Magazine Elementary School Improvement Plan

Grades: prek-6th

Revised July 2023

Goal 1: By Spring of 2024, 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%
21-22	25%	37%	39%	44%
22-23	Results Pending	Results Pending	Results Pending	Results Pending

% of Students in Grades K-2nd who were on grade level for the iReady Literacy Test				
Grade Level	Spring 2021 iReady results	Spring 2022 iReady results	BOY 2022 iReady results	Spring 2023 iReady results
K	85%	63%	18%	85%
1st	52%	54%	12%	60%
2nd	40%	38%	33%	69%

Action Steps	Documentation	Timeline
<ul style="list-style-type: none"> • 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 targets • Teams will engage in learning to identify evidence of learning of the essentials and will design Unit CFA's and a common end of unit assessment/summative measure for each unit • 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 • All students, including the special education subgroups will be assessed using PAST, DIBELS, DSA, and Science of Reading recommended decoding 	<ul style="list-style-type: none"> • Teachers will place all documents in the Magazine Elementary Team Folder for their grade level • Classroom data sheets 	<ul style="list-style-type: none"> • All activities will occur during the 2023-2024 academic year as determined by leadership & coaches • Assessments will be given at the beginning, middle and end of the school year (Kindergarten starts at mid year)

<p>assessments</p> <ul style="list-style-type: none"> • Utilize the Heggerty, iReady, 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, will complete, become proficient & be assessed in their Science of Reading pathway through RISE or Arkansas Ideas • 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 	<ul style="list-style-type: none"> • Daily class schedules, unit plans, RTI documentation, intervention logs, and assessments • Documentation is compiled after each session • Daily class schedules, unit plans • Intervention logs • PD transcripts, classroom observations • PD transcripts, classroom data sheets & PLC documentation 	<ul style="list-style-type: none"> • Unit plans, RTI documentation, intervention logs, and assessments - weekly • Sonday schedule varies depending on individual student needs • Unit plans will be turned in the Magazine Elementary Team Folder for their grade level • Daily during Advisory and as needed during instructional time • RISE training will be completed by the 20-21 school year and all teachers will be assessed by the 21-22 school year • Yearly
<p>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.</p>		

Goal 2: By Spring of 2024, 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%
21-22	52%	7%	46%	44%
22-23	Results Pending	Results Pending	Results Pending	Results Pending

% 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 results	BOY 2022 iReady results	Spring 2023 iReady results
K	62%	56%	16%	74%
1st	26%	43%	6%	48%
2nd	32%	29%	12%	48%

Action Steps	Documentation	Timeline
<ul style="list-style-type: none"> • 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. • Use i-Ready, progress reports and other information to guide RTI discussions and plan targeted instruction. • Design and continuously update Unit plans so that they are current and aligned with Arkansas Curriculum Frameworks. 	<ul style="list-style-type: none"> • Teachers will place all documents in the Magazine Elementary Team Folder for their grade level • Unit plans, RTI documentation • Students will take an active role in updating their data binders when appropriate • Unit plans 	<ul style="list-style-type: none"> • All activities will occur during the 2023-2024 academic year as determined by leadership & coaches • Unit plans RTI documentation, iReady, and data binders - monthly • Unit plans will be turned in the Magazine Elementary Team Folder for their grade level

<ul style="list-style-type: none"> • 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 additional support appointments 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"> • PD transcripts, sign-in sheets • After-school tutoring forms, parent contact forms, intervention logs • Testing schedules 	<ul style="list-style-type: none"> • Staff will attend at least 60 hours of PD per school year • Additional instruction will be offered depending on individual student needs • September-December: create schedule options & gather feedback December: final approval
<p>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.</p>		

Goal 3: By Spring of 2024, 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 6 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	228	26%	16%
22-23			

Action Steps	Documentation	Timeline
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> ● Implement our established Communication Plan to clearly define attendance for parents ● Continue closely monitoring attendance 	<ul style="list-style-type: none"> ● Information provided in newsletters, during the Rattler Morning Meeting, at Parent Teacher Conferences & 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 contact parents through various means to include but not limited to sending home absent or tardy notification letters daily/weekly/ phone calls/home visits 	<ul style="list-style-type: none"> ● Daily - Rattler Morning Meetings ● Weekly - newsletters, & social media platforms ● PTC each semester ● Daily as needed on an individual student basis ● Daily/weekly as needed on an individual student basis
<p>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.</p>		

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