

# Magazine Public Schools

Annual Report to the Public

December 9, 2021

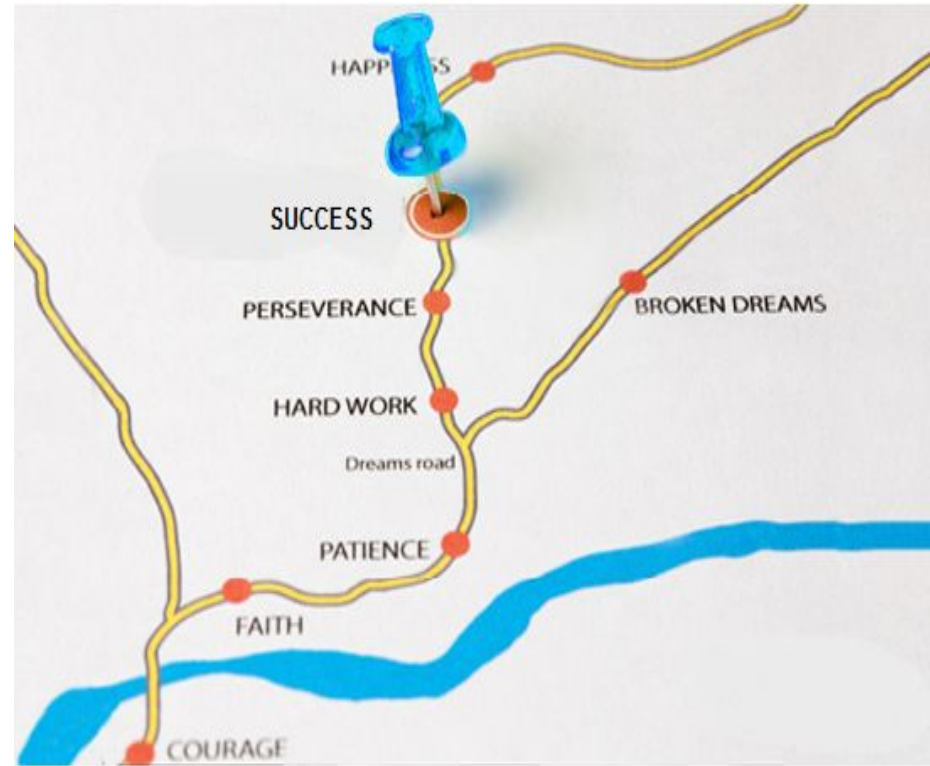
# Accreditation

## Report Status:

- Fully Accredited
- No Exceptions

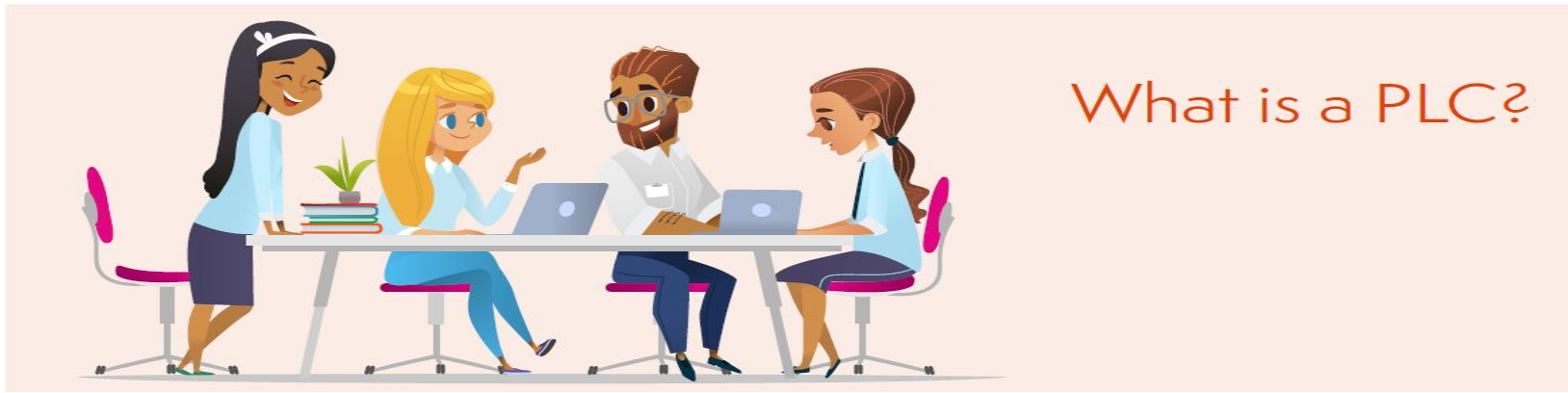


# School Improvement Model



## Professional Learning Community (PLC)

- Arkansas Rural Education Network (AREN)- AREN will provide another layer of support in the PLC plan and assist with Strength-based coaching for all administrators.
- Guy Fenter Coop Support- Literacy Specialist from Guy Fenter provide monthly job-embedded support to teachers.



“An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve.”(DuFour et al., 2016, pg. 10)

“PLC is a never-ending process in which educators commit to working together to ensure higher levels of learning for every student. They achieve this outcome by learning together about best practices proven to increase student learning, applying what they have learned and using evidence of student learning to make decisions and revisions in practice to help even more students learn at high levels.”

“It is helpful to think of the district or school as the PLC and the various collaborative teams as the building blocks of the PLC.”

# Understanding the Why of PLCs

If PLC concept and related practices are **implemented fully** and with **fidelity** they are proven to be an effective approach for improving student learning.

1. Improve Tier 1 Instruction- First Best Instruction
2. Improve the Professional Practice of ALL Adults
3. Ensure More Students Learn Grade Level Standards and Above- Every School- Every Classroom

*“When groups, rather than individuals, are seen as the main units for implementing curriculum, instruction, and assessment, they facilitate development of **shared purpose** for student learning and **collective responsibility to achieve it.**”*





# Common Language

**Collaborative Culture** - No teacher has all the time, skills, and knowledge to ensure all students learn at high levels all the time, PLC educators commit to working together to achieve this outcome.

## **Data** -

**Formative** - Assessment used **for** learning. It allows the teacher know the effectiveness of instruction, student needs, and where to go next. Allows the student know their progress.

**Summative** - (Satellite, Lagging) Assessment **of** learning. Provides evidence that a student has acquired the intended knowledge, skills, and dispositions by a designated time.

**Common Formative Assessment** - Assessment of student learning that uses the same instrument or a common process using the same criteria to determine the quality of student learning and work.



# Common Language

**Guiding Coalition** - An alliance of key members of an organization who are specifically charged with leading a change process through predictable turmoil.

**SMART Goal** - Goals that are stated as **S**trategic and specific, **M**easurable, **A**ttainable, **R**esults oriented, **T**ime bound

**Essential Standards** - Identify the knowledge, skills and dispositions all students must acquire as a result of a class, course or grade level. This identification is a significant and fundamental first step toward equipping students to learn, and determining a guaranteed and viable curriculum.

# Teams and Roles

**School Board and Superintendent Team-** Provides the foundational why and direction and support for districtwide efforts to improve student success, communicates the mission of ensuring high levels of learning for ALL students for success beyond high school. Can articulate meaningful commitments its members are willing to make in order to embed the district mission deep into every aspect of the district's structure and culture.

**District Leadership Team-** Develop the practices and procedures that will make the district vision a reality. Engage in collective inquiry to identify the most promising approaches (best practices) for addressing each issue. Links the School Board and Superintendent Team to the Building Leadership Team (Guiding Coalition).

**Building Leadership Team (Guiding Coalition)-** Guides the work of enhancing student success throughout each building by leading and coordinating the work of teacher collaborative teams.

**Grade level/Content Area Teacher Teams-** Engine that drives the work. Use cycle of continuous inquiry to answer the four critical questions of a PLC and ensure learning for all students they serve.



# Do we believe?

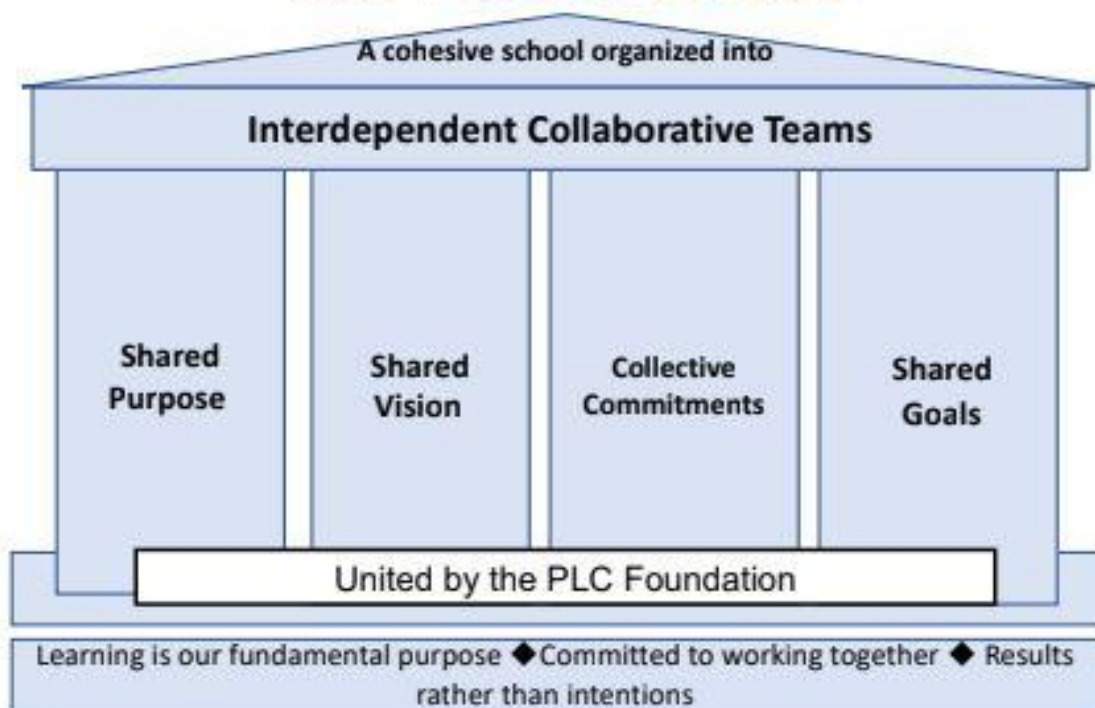
Learning is our fundamental purpose.

We should be committed to working together.

We need and should expect results rather than intentions.



# The PLC Structure





What does it look like if we really meant it?

Implement the concepts and practices of a Professional Learning Community - from the boardroom to the classroom - as a vehicle to improve leadership and the professional practice of all adults in an effort for all students to learn at higher levels. Our pathway to high achievement.



# Leveraged Strengths



Project planning- Interviewed parents, teachers, students, administrators, and guiding coalition members. Baseline understanding of where we are in time and space.

Two day site visit to gather input and baseline data. Used to help plan the project reviewed information and determined goals and timelines.

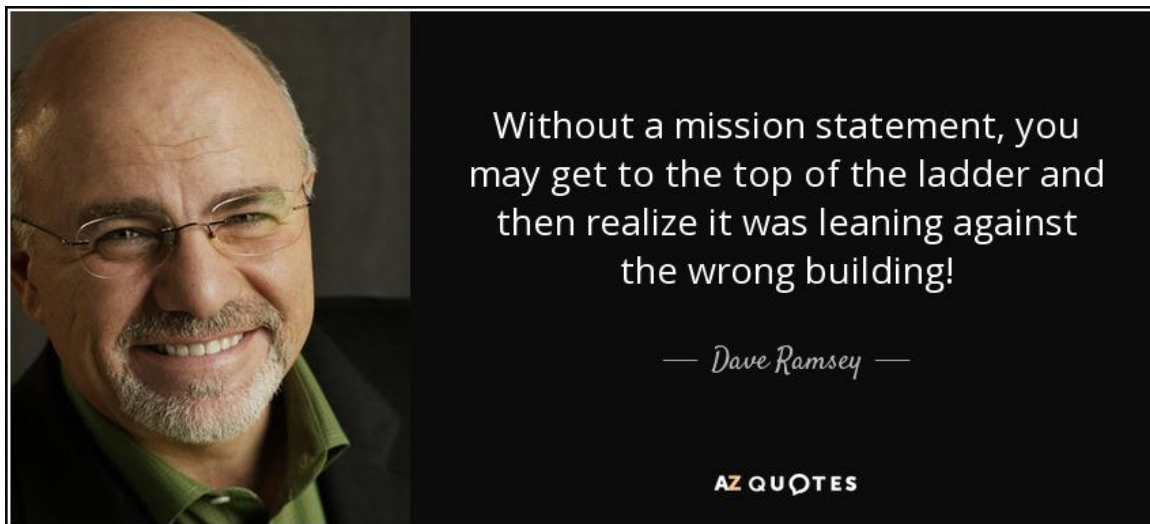
Common Themes throughout all the interviews:

- Relationships- students and staff as whole- Family
- Integrity of staff
- Commitment to teaching and learning- going the extra mile for students
- “When I grow up and have kids of my own I want my kids to come to a school at Magazine.” I want them to go to a school where they feel valued, loved, supported and educated. To experience being a Rattler.

# Shared Purpose

## Why do we exist?

District, and Building Mission Statements should start to **clarify our priorities** and **sharpen our focus**. It should articulate that **all** members of the school's community will learn at **high levels**. Our practices and procedures should align with the mission statement.



# Magazine Elementary School Mission

*We at Magazine Elementary are committed to ensuring all students achieve high levels of learning and become responsible citizens.*

**Our Motto**

**Bringing our BEST Everyday**



# Magazine High School Mission Statement



*We are committed to learning  
for all, whatever it takes,  
wherever it leads.*

*Our Motto  
Whatever it takes!*



## Current District Mission Statement:

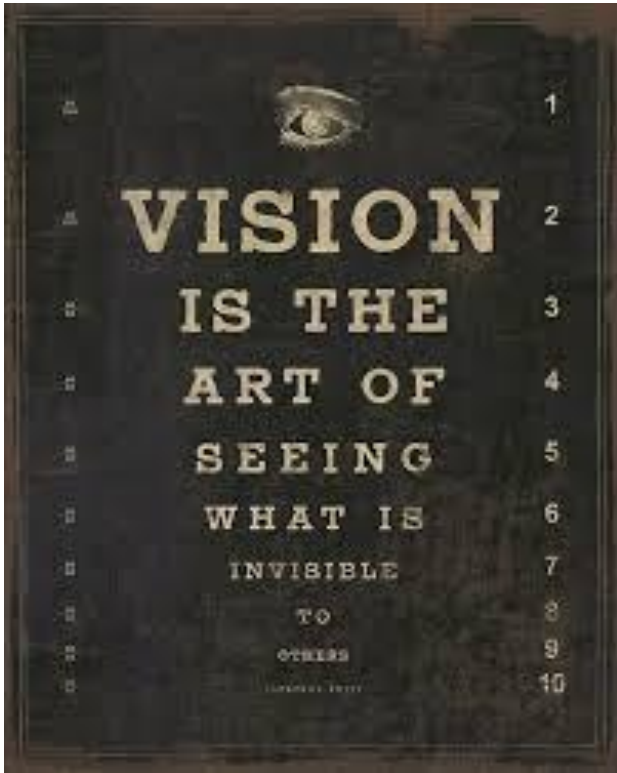
*Magazine Public Schools  
will strive to help our  
students realize their  
potential and be loyal,  
responsible citizens.*

**“High achievement  
always takes  
place in the  
framework  
of high expectation.”**

Charles Kettering



# Shared Vision



The vision should make our mission come to life.

Gives the mission statement direction for the future.

# Magazine Elementary School Vision

We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- Unite to achieve a common purpose and SMART goals
- Work together - interdependently - in collaborative teams
- Cultivate a school-wide learning culture, which values attendance, academics and the social emotional well-being of all
- Implement a viable curriculum to improve student learning
- Monitor each student's progress on an ongoing basis

# Magazine High School Vision

- Students motivated and wanting to learn. Students having conversations about the learning.
- Students setting goals and achieving them for themselves
- We would like for the students to have some ownership, engagement, actively engaged by those choices
- Maslow's hierarchy of needs -- the whole child, meeting the students needs
- Meeting the needs of the whole student through connections, collaboration, and commitment.
- Preparing students for whatever is next, future centered
- Teamwork---teaching students how to be part of a team
- Staff committed to providing students with an environment where they are excited to learn
- Everybody learning at high levels
- Collaboration
- Student centered
- Celebration of accomplishments

# Collective Commitments

Mutually agreed upon core values

Things as a staff are non-negotiables

**“The only limit  
to your impact  
is your  
imagination  
and  
commitment.”**

Anthony Robbins

# Magazine Elementary School Collective Commitments

In order to achieve the shared vision of our school, Magazine Elementary staff have made the following collective commitments.

1. Identify and teach the agreed-upon essential standards and break them down into learning outcomes.
2. Adhere to the curriculum pacing established by the team.
3. Create both common formative and summative assessments and administer them according to the teams' agreed-upon timeline.
4. Use the data from our common assessments to improve our individual and collective practice and to meet the extension and intervention needs of our students.
5. Contribute to an effective system of intervention and extension while providing enrichment opportunities to all.
6. Be positive, contributing members of the schoolwide team as we work interdependently using common language to achieve shared goals and demonstrate mutual accountability.
7. Provide families with ongoing information about their children and offer specific ideas and materials to help families become full partners in the ongoing education of their children.
8. Consider all points of view and come to our work each day as the best versions of ourselves.
9. Honor the individual and unique qualities of our students and at the same time not use their uniqueness to label them.

# Magazine High School Collective Commitments

## I will/We will....

- Continually improve myself as we get students ready for the future
- Consider all points of view and come to our work each day as the best version of ourselves
- Contribute to an effective system of intervention and extension while providing enrichment opportunities to all.
- Be positive, contributing members of the schoolwide team as we work interdependently using common language to achieve shared goals and demonstrate mutual accountability.
- Identify and teach the agreed-upon essential standards and break down into learning outcomes (written in student-friendly language), adhere to the curriculum pacing established by the team and help our students discover what they can do with that knowledge.
- Create both common formative and summative assessments and administer them according to the team's agreed-upon timeline.
- Use the results from our common assessments to improve our individual and collective practice and to meet the extension and intervention needs of our students.

# Magazine High School Collaborative Commitments

- Engage in open and frequent two-way communication among all stakeholders, provide families with ongoing information about their children, and offer specific ideas and materials to help families become full partners in the ongoing education of their children.
- Embrace shared responsibilities and help others grow in their leadership responsibilities.
- Contribute to a culture of celebration by acknowledging the efforts and achievements of our students and colleagues as we continually strive for even greater success.
- Agree to common behavioral expectations, model and teach that behavior, and consistently reinforce our expectations.
- Honor the individual and unique qualities of our students and at the same time not use their uniqueness to label them.
- Maintaining high standards for all students

# Shared Goals

**Shared goals, shared  
knowledge & mutual respect...**





# Goal 1

**By the end of the 2021-22 school year, teams at Magazine Elementary and High School 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).**

## Action Step:

1. Engage staff in identification of school's foundations with particular emphasis on the schoolwide vision and collective staff commitments.
2. Build shared knowledge and support teams in the implementation of the continuous improvement cycle and the critical questions of learning to ensure purposeful and focused collaboration.
3. Clarify expectations for collaborative teams
4. Provide support in the design and use of common assessments and critical friends protocols for vertical teams.

## Goal 2

**By Spring of 2022, Magazine Elementary and High School will demonstrate a minimum of 10% increase in reading achievement across all grade levels as evidenced in results from iStation and ACT Aspire.**

<b>Grade Level</b>	<b>Spring 2021 iReady results</b>	<b>Spring 2022 Target (iReady)</b>	<b>Fall 2021 iReady</b>
<b>K</b>	85%	90%	26%
<b>1</b>	52%	75%	6%
<b>2</b>	40%	65%	5%

<b>Grade Level</b>	<b>2021 ACT-Aspire</b>	<b>Spring 2022 Targets</b>
<b>3</b>	25.8%	45%
<b>4</b>	31.6%	50%
<b>5</b>	41.9%	55%
<b>6</b>	48.6%	60%
<b>7</b>	22%	58%
<b>8</b>	34.1%	35%
<b>9</b>	21.9%	50%
<b>10</b>	28.2%	40%



# Goal 2

## Action Steps:

1. Essential standards will be identified across all grades and subjects, including informational literacy embedded in social studies and science.
2. Build vertical consensus of essential standards and proficiency in literacy.
3. Unit by unit, members will engage in clarifying proficiency for those essentials, and unwrapping the standards to reveal smaller learning targets.
4. 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.
5. Engage in new learning of instructional strategies to increase student learning in literacy.
6. Teams will be following the Plan/Do/Act process, using protocols and developing specific work products.
7. Increase and celebrate student attendance.



# Goal 3

By Spring of 2021, Magazine Elementary and High School will demonstrate a minimum of a 10% increase in math achievement across all grade levels as evidenced in results from I-Ready and ACT Aspire.

<b>Grade Level</b>	<b>Spring 2021 iReady results</b>	<b>Spring 2022 Target (iReady)</b>	<b>Fall 2021 iReady</b>
<b>K</b>	62%	75%	23%
<b>1</b>	26%	75%	8%
<b>2</b>	32%	60%	14%

<b>Grade Level</b>	<b>2021 ACT-Aspire</b>	<b>Spring 2022 Targets</b>
<b>3</b>	36.7%	50%
<b>4</b>	28.9%	45%
<b>5</b>	54.8%	50%
<b>6</b>	43.2%	75%
<b>7</b>	16%	65%
<b>8</b>	31.8%	36%
<b>9</b>	9.4%	45%
<b>10</b>	25.6%	17%



# Goal 3

## Action Steps:

1. Identify essential standards and clarify evidence of proficiency in math.
2. Build vertical consensus of essential standards and proficiency in math.
3. Engage teachers in backward planning of instructional units focused on the essential standards (for those teachers who are departmentalized in math).
4. Engage in new learning of instructional strategies to support high levels of learning in math.
5. Develop aligned assessments to formatively and summatively measure student learning of the essential standards in math.
6. Teams will follow the Plan/Do/Study/Act process, using protocols to examine their practices in math and develop specific work products.
7. Increase and celebrate student attendance.



# Goal 4 (Stretch Goal)



By the end of 2021-22 school year, Magazine Elementary and High School 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.



# Celebrations



**As part of the PLC process it is essential to celebrate our success. Especially those that encourage learning.**



# **Celebrations and Accomplishments**

**31 Students took college credits with 235 hours earned  
College Financial Aid Night**

**Reading Rattlers: Top 5 Hgh Points with Monthly  
Reading Challenge**

**Beta Leadership Summit National Qualifiers and State  
Convention National Qualifiers**

**Be Pro, Be Proud**

# **Celebrations and Accomplishments**

**Band- 2nd Division Excellence, 1st Division Superior, 1st Place Overall AA, Regional 2nd Division Excellent, State Qualified, Numerous individual awards**

**FFA State Level- First Place in Discussion and Prepared Public Speaking**

**FFA Shooting Sports- Highest Individual Female in Northwest Region, Boys-3rd Team in NW District**

**Fall Athletics Banquet**

# **Celebrations and Accomplishments**

**Backpack Program (serving over 100 students)**

**Dolly Parton's Imagination Library**

**Positive Action**

**Elementary Book Fair**

**Pre K Teachers Trained and Using Launchpad**

**Fall Carnival**

**Literacy Day**

# Policies/Procedures that Hinder Progress

Attendance Policy

Purchase Spending Limit





### Four Critical Questions:

- What do we want our students to learn and be able to do?
- How will we know when each student has mastered essential learning?
- How do we respond when a student experiences difficulty?
- How will we deepen the learning for students that have already mastered essential knowledge?

Further develop mission, vision, collective commitments

Determine Essential Standards

Develop Common Formative Assessments

Create Pacing Guides

Revamping Response the Intervention (2022)

Board PLC Development

