

Magazine High School (Grades 7-12) - School Improvement Plan 2019-2020

Goals

1. To help individual students achieve academic growth
2. To improve reading at grade level for all students
3. To improve attendance

Support

Teachers will

1. Include independent work as a type of instructional mode, therefore, introducing more critical thinking skills and rigor into their classrooms. (Ongoing)
2. Incorporate subject area vocabulary into their lessons so that students will learn the correct terminology pertinent to each subject. (Ongoing based on state standards)
3. Include textbook reading (sections, paragraphs, chapters, graphs, charts, etc.) and subject area articles to read in order to foster nonfiction reading, to increase interest in the subject area, and to increase reading and comprehension skills through practice. (Ongoing)
4. Design and continuously update lesson plans so that they are current and aligned with Arkansas Curriculum Frameworks. (Ongoing based on state standards)
5. Attend professional development on campus or professional development provided at the Guy Fenter Education Service Coop that will focus on and help teachers address the learning needs of the students. (Ongoing based on classroom observations and ADE state requirements)
6. Take the required Science of Reading Learning Path from Arkansas Ideas as they are released so that the teachers will develop the necessary skills to support their students in becoming skilled readers. (District and ADE state requirements)
7. Recommend students get extra help from specific subject area teachers during advisory, attend after-school tutoring, and/or attend the school's intersession so that the students can experience continuous learning and receive the help they need to be successful in the classroom. (Ongoing)

Administration will

1. Provide support through whole-group teacher meetings and PLC meetings so that all teachers can stay abreast of student, teacher, and school needs. (PLC monthly meetings [August, September, November, December, January, February, April, May] and teacher meetings as needed)
2. Continue to provide advisory period during the school day, provide after-school tutoring and intersessions throughout the year for students who are not performing to their potential so that each student can experience success. (Ongoing based on needs assessment)
3. Provide the teachers professional development on campus as well as provide necessary professional development through the Guy Fenter Education Service Coop. (Ongoing based on classroom observation and ADE state requirements)
4. Continue the hybrid schedule with the idea that more breaks throughout the year will decrease absenteeism and increase scores. (Ongoing based on observation and data)

5. Provide curriculum leadership. (Ongoing based on classroom observation and ADE state requirements)

Evaluation

1. Teachers will turn in lesson plans and assessments to the principal so that the principal can recommend professional development needs to the teacher to aid in professional growth.
2. The principal will observe teachers as well as collect anecdotal evidence from teachers, students, and parents to gain information throughout the year to assess.
3. ACT scores, ACT Aspire scores, and the ESSA School Index Report will be analyzed to gain information.

Needs Assessment

Leadership Team

Anecdotal Evidence/Surveys

Lesson Plans/Teacher Observations

ESSA School Index Report

ACT

ACT Aspire

Discipline Report

Wellness Committee

Attendance Reports

PLC Meetings

RTI Meetings