



Magazine High School Improvement Plan 2022-2023

Mission Statement

The mission statement of Magazine High School is to provide the physical, emotional, and intellectual support that will effectively meet the educational needs of its students in order to help them achieve educational goals, perform at their greatest potential, and develop character that will enable them to contribute to society.

Magazine High School Goals

Goal 1 By Spring of 2023, Magazine HS will demonstrate a minimum of 10% increase in reading achievement across all grade levels as evidenced in results from iReady and ACT Aspire.

Action	Timeline	Monitor	Evaluate
<p>Essential standards will be identified across all grades and subjects, including informational literacy embedded in social studies and science.</p> <p>Build vertical consensus of essential standards and proficiency in literacy.</p> <p>Unit by unit, members will engage in clarifying proficiency for those essentials, and unwrapping the standards to reveal smaller learning target</p>	<p>August 2022- May 2023</p>	<p>Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches</p>	<p>I-Ready</p> <p>Common formative and End of Unit summative measures (team developed)</p> <p>ACT-Aspire summative</p>

<p>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</p> <p>Engage in new learning of instructional strategies to increase student learning in literacy.</p>			
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Instructional Leadership:

- School Principal
- School Counselor
- General Education Teachers
- Special Education Teachers

PLC Process:

- Identify power standards
- Create pacing guides
- Use data to modify and adjust interventions and help for students
- Create common assessments using ACT Aspire approach

Professional Development for Teachers

- All teachers will be trained in the process of PLCs. The PLC process training can be obtained throughout the school year.

Assessment & Progress Monitoring

- The students will participate in three ACT Aspire interim assessments and iReady diagnostics throughout the year. These assessments will be used to determine the weaknesses of our students. After analyzing the data, each teacher will know where to modify and adjust their lessons and interventions.
- Teachers will also use classroom assessments to determine growth and what direction to follow with each student.
 - Response to Intervention teams will meet on a regular basis to discuss student achievement and analyze data to aid in the development of student success plans. Data from ACT Aspire and iReady(grades 7-8) will be used to evaluate students' current level of reading. Tier 1 regular classroom instruction will focus on Essential Standards. Tier 2 intervention will be based on current standards with possible advisory time embedded each day for reading intervention. Tier 3 interventions (Sonday) will be utilized for students who are reading significantly below grade level.

Goal 1 Details:

Grade Level	2021 ACT Aspire	Spring 2022 Targets
7	22.0%	58%
8	34.1%	35%
9	21.9%	50%
10	28.2%	40%

Goal 2: By Spring of 2023, Magazine HS 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.

Action	Timeline	Monitor	Evaluate
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	August 2022 – May 2023	Administration, leadership team, and teacher teams working in partnership with the PLC and content coaches	i-Ready ACT Aspire Common formative and End of Unit summative

<p>instructional units focused on the essential standards (for those teachers who are departmentalized in math).</p> <p>Develop aligned assessments to formatively and summative measure student learning of the essential standards in math</p>			
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Goal 2 Details:

Instructional Leadership:

- School Principal
- School Counselor
- General Education Teachers
- Special Education Teachers

PLC Process:

- Identify power standards
- Create pacing guides
- Use data to modify and adjust interventions and help for students
- Create common assessments using ACT Aspire approach

Professional Development for Teachers

- All teachers will be trained in the process of PLCs. The PLC process training can be obtained throughout the school year.

Assessment & Progress Monitoring

- The students will participate in three ACT Aspire interim assessments and iReady diagnostics throughout the year. These assessments will be used to determine the weaknesses of our students. After analyzing the data, each teacher will know where to modify and adjust their lessons and interventions.
- Teachers will also use classroom assessments to determine growth and what direction to follow with each student.
 - Response to Intervention teams will meet on a regular basis to discuss student achievement and analyze data to aid in the development of student success plans. Data from ACT Aspire and iReady(grades 7-8) will be used to evaluate students' current level of reading. Tier 1 regular classroom instruction will focus on Essential Standards. Tier 2 intervention will be based on current standards with possible advisory time embedded each day for reading intervention. Tier 3 interventions (Sonday) will be utilized for students who are reading significantly below grade level.

Grade	2021 Aspire	Target
7	16.0%	65%
8	31.8%	36%
9	9.4%	45%
10	25.6%	17%

Goal 3: By the end of 2022-23 school year, Magazine HS 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.

Action	Timeline	Monitor	Evaluate
Refine system for gathering and organizing assessment information on a schoolwide	August 2022 – May 2023	Administration, leadership team, and teacher teams working in partnership with the PLC and	Centralized database of student assessments, growth, and interventions Specific data for students receiving interventions

<p>basis</p> <p>Identify students receiving intensive interventions and monitor their progress</p> <p>Refine structures to ensure Tier 2 time</p>		<p>content coaches.</p>	
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