

**Malvern High School
School Action Plan
2018-2019**

Goal #1: Student Attendance

Area of Concern/Need

During the 17-18 school year was 93.32%, this was a decrease from the previous school year. This need was identified by staff and administration as an area of concern for our student population. The data was revealed by the Cognos Reports and ESSA reports. During the 17-18 school year 25 students lost credit in one, or more, classes.

Goal:

By identifying and addressing this area of need, Malvern High School administration and staff are expecting attendance rate to improve by 3% and reduce the number of high school students by 3% that lose credit as a result of poor attendance.

Strategies:

Malvern High School has implemented collaborative learning models in content area classes to inspire and engage students. The administrative staff and duty teachers will follow policy by creating supervision points where students are monitored to prevent random acts of truancy. We will audit this through eSchool. Staff will make *absence* calls and/or send letters to the parent/guardian according to the attendance policy in the school handbook. In addition, the staff attempts daily remote calls based on period by period absences. Students with six, or more, absences may be referred to the juvenile probation office and a FINS truancy petition filed. The director of dropout prevention and school improvement calls students in for conferences to determine barriers that may prevent students from coming to school and/or arriving late resulting in an absence. Lastly, we will incorporate this goal in our Student Success Plans for all students to increase attendance awareness and importance.

Professional Development:

Professional development will center around the beginning of the year training that occurred August 13, 2018 - August 16, 2018. An emphasis will be placed on children, poverty and a district wide workshop presented by Ruby Payne. In addition, during the faculty start up day, all staff discussed the importance of attendance and reporting.

Implementation Plan:

The departmental Leopard Collaborative Teams (LCT) will work weekly to develop engaging plans that include collaborative learning and specific soft skills (effective communication, responsibility, teamwork, timeliness, problem solving, and conflict resolution). The LCT department heads will meet monthly in a Campus Academic Team (CAT) meeting to address concerns surrounding attendance. The CAT team will brainstorm a definition of good attendance and a way to reward "good attendance".

Evaluation:

The evaluation of the Student Attendance Action Plan will occur after June 1, 2019. The staff and administration will review the processes, results data, and make adjustments to the plan to improve its success rate. The attendance report will be monitored bi-weekly and documentation made for individual school conferences. There will be a comparison made from the 2017-2018 to the 2018-2019 school year for students that have lost credit in one, or more, classes.

- Administration and the director of dropout prevention and school improvement will meet monthly to discuss attendance and review the detailed absence report and CAT, administration and counselor will meet quarterly. Attendance data will be presented at each meeting.
- Concerns from teacher level will be presented at LCT meetings and brought to the admin and or quarterly meeting.
- A 3% attendance improvement rating will be expected each year. If the 3% attendance improvement rating is not met the plan will be revisited to discuss change and implementation to the plan.
- The number of students that lose credit as a result of attendance will be reduced by 3%.

Goal #2: Improve Reading - specifically informational texts**Area of Concern/Need:**

Students are struggling with informational texts. The ACT Aspire reading assessments measure students' ability to derive meaning from, and reason logically about, text passages. "Passages in the ACT Aspire reading assessment include both literary narratives, such as prose fiction, memoirs, and personal essays, and **informational texts from the natural sciences and social sciences**. Within and across grade levels, the passages span a range of complexity levels in order to provide students, teachers, and parents with information about how well students can read and understand increasingly complex texts." Through the yearly detailed reports provided by ACT Aspire and detailed NWEA Map Reports received from interim assessments used to monitor growth three times a year, we identified this area as a need.

Goal:

Currently Malvern High School 36% of ninth grade students scored ready or exceeding in the area of reading and 30% of tenth grade students scored ready or exceeding. As a school, 32% scored ready or exceeding in reading on ACT Aspire. We are expecting a growth of 5% in this area.

Strategies:

MHS teachers will incorporate close reading strategies into lessons (annotation, context clues, etc). Teachers will front-load units with informational texts and other non-fiction pieces and offer

a variety of non-fiction topics geared toward student interests. Students will be required to write in complete sentences when constructing a written responses. All certified staff will complete 18 hours of professional development in an online course: Science of Reading.

Professional Development:

Professional development will include the requirement of the Arkansas Department of Education requirement of 18 hours of The Science of Reading in an online venue provided by AETN. The completion date will 2021.

Implementation Plan:

The departmental Leopard Collaborative Teams (LCT) of ELA, Social Studies and Science will work weekly to develop engaging plans that include informational texts that are relevant to the content and interest. The teams will discuss the importance of writing and responding in complete sentences. Again, specific learning and specific soft skills (effective communication, responsibility, teamwork, timeliness, problem solving, and conflict resolution) will be a part of the lessons. The LCT department heads will meet monthly in a Campus Academic Team (CAT) meeting to address concerns surrounding informational texts. The CAT team will document this information in the minutes of the monthly meetings. To document the work toward the 18 hours of professional development in the Science of Reading, a google spreadsheet has been created and teachers will collect the certificates for each course.

Evaluation:

The evaluation of the Reading (with a focus on Informational Texts) Action Plan will occur after June 1, 2019. The staff and administration will review the processes, results data, and make adjustments to the plan to improve its success rate. The detailed reports from NWEA Map and ACT Aspire will be monitored after each assessment and documentation made to determine effectiveness. There will be a comparison made from the 2017-2018 to the 2018-2019 school year to determine growth in this area.

- Leopard Collaborative Teams will review and reflect daily lesson plans to determine the increased usage of informational texts and discuss front-loading strategies.
- LCT's will review data, results of common assessments, and reports from ACT Aspire and NWEA Map Reports.
- Concerns and suggestions from the teacher level will be presented at LCT meetings and brought to the admin during the CAT meetings.
- A 5% increase in the area of Reading on ACT Aspire and NWEA - Informational texts will be expected each year. If the 5% increase in this area is not met the plan will be revisited to discuss change and implementation to the plan.
- All teachers will have the nine of the 18 hour Science of Reading professional development requirement on their professional development plan.

Goal #3: Improve Community Involvement and Parent Engagement Opportunities

Area of Concern/Need:

At Malvern High School, the number of parents and community members that attend events is exceptionally low. For example the attendance at the Parent/Teacher Conference in October 2017 was 52% and the percentage in attendance at February 2018 was 40%. These numbers were actually up over the previous year by 6% and 14% respectively.

Goal:

Malvern High School will have a focused goal to increase the number of parents that attend parent teacher conferences by 10%. We will work to increase the comfort level at MHS by having more events and opportunities for parent involvement and community engagement.

Strategies:

MHS teachers, admin, and staff will promote all events on social media: Facebook, Twitter, Instagram, and use the automated phone system. Teachers will share and schedule events through the Campus Academic Team meetings (weekly meetings) with the Parental Involvement Coordinator and administration.

Professional Development:

The CTE Department via their CAT team developed a SMART Goal to improve parent and community attendance and involvement at Malvern High School. In after school professional development on 9/1/8/18, SMART Goals were addressed.

Implementation Plan:

The departmental Leopard Collaborative Teams (CTE) met together to develop a SMART Goal to increase parental and community interest in MHS students and our school. The community involvement piece will allow MHS to learn about adult life, community opportunities, businesses, employment, and hear about soft skills needed to be successful. Teachers, administrators, and staff across the campus were invited to edit a Google spreadsheet when visitors, speakers, or events are in the classroom or at an event. Again, specific learning and specific soft skills (effective communication, responsibility, teamwork, timeliness, problem solving, and conflict resolution) will be a part of the lessons. The CTE department head will meet monthly with the Campus Academic Team (CAT) members to share and to address the information in the spreadsheet. In addition, the events will be advertised in multiple social media formats. MHS has a drone, Sky Leopard, that will be used to capture footage and share the events. Ultimately we hope these events will open a line of communication and comfort that will increase interest in student learning and achievement.

Evaluation:

The Google spreadsheet will be kept yearly. The spreadsheet will document the number of students served and the number of community members and/or parents that are present at each event/activity. The CTE LCT and the CAT meeting agendas will be archived to make sure we keep the goal(s) in the forefront of staff and are they are being documented and measured for effectiveness. There will be comparisons made from year to year.

- Leopard Collaborative Teams will review and reflect the Google spreadsheet to monitor the attendance of the events and activity.
- Admin and faculty that post to social media will be make a weekly concentrated effort to keep detailed information available to parents and the community in a variety of formats.
- By sharing this information with parents and community, MHS will strive to have a 10% increase in parent/teacher conference attendance.
- MHS teachers, staff, and admin will share detailed information to be posted and increase interest in our school and inform parents.