

**Henry County Public Schools**  
School Improvement Plan  
2021-2022

**School Name:** Magna Vista High School

**Date:** September 24, 2021

**SECTION I: HCPS STRATEGIC PLAN & GOALS**

<b>HCPS Vision</b>	Inspiring learners to positively impact their world.
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<b>HCPS Mission</b>	Henry County Public Schools provides our diverse community of learners with meaningful educational experiences that prepare them for a successful future.
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<b>HCPS Core Values</b>	<ul style="list-style-type: none"><li>● We value respect.</li><li>● We act with integrity.</li><li>● We strive for excellence.</li><li>● We promote equity.</li><li>● We put students first.</li></ul>
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<b>HCPS Strategic Plan</b>	INSPIRE 2025
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<b>HCPS Goals</b>	<ul style="list-style-type: none"><li>● Henry County Public Schools will provide high-quality curriculum instruction, and assessment to prepare students for success.</li><li>● Henry County Public Schools will be supported by highly qualified professionals.</li><li>● Henry County Public Schools will provide a safe, supportive, and innovative learning environment for all students.</li><li>● Henry County Public Schools will engage the school community to ensure open communication and facilitate partnerships to meet student needs.</li></ul>
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## SECTION II: SCHOOL BACKGROUND & OVERVIEW

### School Motto

Warriors RISE!

<https://docs.google.com/document/d/1Rf4EM7TNAeggzFdOm7UrJzLrRyaCUj7nFaRPAhYHf4U/edit>

### School Profile

Magna Vista High School is a rural high school located in south central Virginia and currently serves 1086 students. The student population is 53% male students and 47% female students. Magna Vista subgroups include the following: 51.6 % White, 28.73% Black, 13.35% Hispanic, 5.43% Multiracial, and .64% Asian. 14.18% of students are identified as Students with Disabilities, 52.21% Economically Disadvantaged, and 1.66% as English Language Learners.

### Community Partnerships

Patrick Henry Community College  
Harvest Foundation  
Martinsville Speedway  
Eastman  
New College Institute  
Chick-Fil-A  
Oh Henry Program  
Virginia Tech Talent Search and Upward Bound  
Piedmont Arts  
Ridgeway Signs  
Compassion Church  
Shiloh Apostolic Church  
Ridgeway Rescue  
Ridgeway Fire Department  
Henry County Public Safety  
Virginia State Police  
Henry County Sheriff's Office  
Clarence's Steakhouse  
Grace Baptist Church  
Hillcrest Baptist Church  
Ridgeway Baptist Church  
Rich Acres Christian Church

### Special Programs

Advance Placement Test taken  
Advanced Placement Course Enrollment  
Dual Enrollment /ACE Academy  
Governor's School Enrollment

Warrior Tech Academy- Project Based Learning  
Career Academy  
Career and Technical programs both on and off campus  
Motor Sports  
FFA- Horticulture and Agriculture  
Industrial Maintenance  
HVAC  
JROTC  
Cosmetology

### **Achievements, Recognitions, Awards**

All Region Volleyball – 2<sup>nd</sup> Team Zariah Scales  
Piedmont District Volleyball Coach of the Year – Jessica H. France  
Region 3D Theatre Champion and Piedmont District Champion– “One Act Play”  
All Region Wrestling – All five wrestlers were Piedmont District Wrestling Champions  
Piedmont District Wrestling Coach of the Year – Zeak Cassell

Recognized by the VDOE for Continuous Exemplar Improvement  
Energy Star

Horticulture, 1st Place at State Convention  
Floriculture, 1st Place at State Convention  
Nursery Team, 1st Place at State Convention  
FFA Marketing, 1st Place at State Convention  
FFA Forestry, 1st Place at State Convention  
Student won the VSBA Art Competition  
Band, Multiple 1st place finishes in competitions

### **Section III: SCHOOL DATA & GOALS**

<b>School Goals</b>	<ol style="list-style-type: none"> <li><b>1. By May 2022, 78% of students will pass their grade-level specific local alternative writing assessment.</b></li>   <li><b>2. By May 2022, 75% of Algebra 1 students will pass the EOC Algebra 1 SOL assessment.</b></li>   <li><b>3. 100% of MVHS teachers will do SEL check-ins with students on a daily basis.</b></li>   <li><b>4. By May 2022, students enrolled in CTE classes will complete their Academic and Career plan through the Major Clarity platform, with 95 % of students choosing a pathway and diploma type. 100% of Seniors' Academic Career Plans being entered in Major Clarity and reviewed by counselors.</b></li>   <li><b>5. By May 2022, MVHS will increase the On-time Graduation Rate from 91.4% to 93% for the 2021 - 2022 school year.</b></li>   <li><b>6. By December 2021, students will complete a pre and post assessment and complete a module on the adverse effects of vaping. (Wellness goal)</b></li>   <li><b>7. By the end of the 2022 school year, the percentage of students who are chronically absent from school will decrease to 15% or less.</b></li> </ol>
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<b>School Data</b>					
	<b>Subject:</b>	<b>Subgroups:</b>	<b>18-19 Pass Rate:</b>	<b>19-20 Pass Rate:</b>	<b>20-21 Pass Rate:</b>
	English	All Subgroups	89		80
	Math	All Subgroups	82		50
	Science	All Subgroups	86		59

Subject:	Subgroups:	18-19 Pass Rate:	19-20 Pass Rate:	20-21 Pass Rate:
English	Economically Disadvantaged	86		67
Math	Economically Disadvantaged	79		44
Science	Economically Disadvantaged	79		51

  

Subject:	Subgroups:	18-19 Pass Rate:	19-20 Pass Rate:	20-21 Pass Rate:
English	SWD	73		29
Math	SWD	77		31
Science	SWD	56		28

<b>Additional Support needed from Central Office</b>	<p>Professional Development: Learning Objectives, Lesson Planning, Instructional Strategies. Specifically, meeting the needs of Economically Disadvantaged Students and Students with disabilities.</p> <p>Evaluate the resources and supports provided for EL Students to ensure that MVHS can effectively support our population of students. Request for Ms. Shonna Pilson to spend time with our EL teacher to identify strategies that will assist in meeting the needs of students.</p>
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**SECTION IV: SMART GOALS**

<b>Goal #1</b>	<b>By May 2022 78% of students at Magna Vista High School will pass their grade-level specific local alternative writing assessment.</b>
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<b>HCPS Goal Alignment</b>	<p><b>High-Quality Instruction:</b></p> <ul style="list-style-type: none"> <li>Identify and implement research-based instructional practices and provide ongoing professional learning opportunities to support these efforts.</li> <li>Create a balanced assessment system that accurately measures student growth and achievement.</li> </ul>																																																																								
<b>Baseline Data</b>	<table border="1"> <thead> <tr> <th></th> <th>2019-20</th> <th>Pass</th> <th></th> <th>2020-21</th> <th>Pass</th> </tr> </thead> <tbody> <tr> <td><b>Fall</b></td> <td>9</td> <td>59%</td> <td></td> <td>9</td> <td>76%</td> </tr> <tr> <td></td> <td>10</td> <td>76%</td> <td></td> <td>10</td> <td>76%</td> </tr> <tr> <td></td> <td>11</td> <td>n/a%</td> <td></td> <td>11</td> <td>81%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Spring</b></td> <td>9</td> <td>73%</td> <td></td> <td>9</td> <td>75%</td> </tr> <tr> <td></td> <td>10</td> <td>81%</td> <td></td> <td>10</td> <td>81%</td> </tr> <tr> <td></td> <td>11</td> <td>n/a</td> <td></td> <td>11</td> <td>91%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Combined:</b></td> <td>9</td> <td>67%</td> <td></td> <td>9</td> <td>76%</td> </tr> <tr> <td></td> <td>10</td> <td>80%</td> <td></td> <td>10</td> <td>79%</td> </tr> <tr> <td></td> <td>11</td> <td>n/a</td> <td></td> <td>11</td> <td>87%</td> </tr> </tbody> </table>		2019-20	Pass		2020-21	Pass	<b>Fall</b>	9	59%		9	76%		10	76%		10	76%		11	n/a%		11	81%							<b>Spring</b>	9	73%		9	75%		10	81%		10	81%		11	n/a		11	91%							<b>Combined:</b>	9	67%		9	76%		10	80%		10	79%		11	n/a		11	87%
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<b>Identification Process</b>	Writing prompts (Scores based on rubric and feedback provided Teacher Created Benchmarks, Teacher Assessments, PLC Feedback. Teacher monitoring of student academic progress. SGA's (Student Growth Assessments) 9th grade English teachers will review Lexile data to determine reading levels and instructional supports.																																																																								
<b>Person (s) Responsible</b>	All MVHS Staff																																																																								
<b>Monitoring Process</b>	Benchmarks, Pre and Post Assessments, Teacher Created Assessments, Writing Initiatives, Teacher Observations, After School Remediation, Data Conferences																																																																								

Action Steps	Evidence of Implementation	Date of Completion
Students conduct evaluations of VDOE/HCPS Anchor Papers in order to review proficient and not proficient submissions.	Teacher feedback documentation	On-going

Data conferences will be held every 8-10 weeks between administrators and curriculum team to monitor student academic progress.	Benchmark Scores Template and Benchmark Analysis Template	End of each Grading Period
Teachers will be provided professional development on using (Six Traits) for writing instruction by Brenda Radford and Brook Hankins.	Documentation of professional development	November 2021
IXL will be used to provide individualized remediation and practice.	Documentation of activity completion	Ongoing
Utilizing writing across the curriculum strategies (Grammar absolutes, student self assessment) ; provide professional development for teachers on writing across the curriculum (Eng./ Soc.Studies)	Instructional "Look Fors "	December 2021
Administration review of lesson plans to ensure lessons are in alignment with standards and pacing.	Lesson Plans	Ongoing
All English teachers and Co-Teachers will receive professional development on modeling the writing process	Documentation of professional development	December 2021
All English students will be taught to self- assess using a scoring rubric before turning in writing assignments/prompts.	All English teachers and co-teachers	Ongoing May 2022
The ACT Work keys will be offered for students who did not meet the benchmark passing scores on the HCPS Writing Portfolio essays and those who transferred into HCPS after the 9th grade . Participants will receive 1-2 weeks of targeted remediation in preparation for the alternative assessment.	ACT Work keys for Business Writing Remediation schedule and plans	November 2021; March 2022
All English teachers will participate in the VDOE "Understanding Scoring" module.	All English Teachers/Co Teachers	November 2021
If unsuccessful on HCPS Writing Portfolio components and/or Business Writing Workkeys, students will have the opportunity to participate in the State Writing SOL assessment to demonstrate proficiency in grade-level writing standards.	Component scores Workkeys Business Writing Scores	End of 1st and 2nd semester
All English Teachers and Co-teachers will have students make connections between reading and writing when reading a selection (i.e. prompt, summarizing, literary analysis, essays)	All English Teachers/Co-Teachers (lesson plans)	On-going
General education teachers will participate in collaborative meetings with our EL teacher to develop strategies that will best meet the needs of students.	Documentation of meetings with Ms. Jessup	On-going
Meeting with curriculum facilitator to develop strategies for small group support	Attendance Logs	Ongoing
Effective co-teaching models should be delivered to students in the co-taught setting. Professional development provided on co-teaching models.	Lesson plans Attendance logs	Ongoing May 2022

Identified SPED students will participate in Language Lab, in addition to their regularly scheduled English courses, to provide instructional support to increase success opportunities on the Reading & Writing assessments.	Student Schedules, Lesson plans, student grades	2nd semester
English teachers will collaborate with co-teachers and EL teacher when planning to develop lessons that will address the needs of students with disabilities and students with EL plans in order to provide accommodations	Lesson Plans	Ongoing May 2022
English teachers, Specialists, and EL teacher will participate in a weekly share document of strategies and resources that they have found successful.	Google document	Ongoing

<b>Goal #2</b>	<b>By May 2022, 75% of Algebra 1 students will pass the Spring Standards of Learning Assessment.</b>
<b>HCPS Goal Alignment</b>	<b>High-Quality Instruction:</b> <ul style="list-style-type: none"> <li>Identify and implement research-based instructional practices and provide ongoing professional learning opportunities to support these efforts.</li> <li>Create a balanced assessment system that accurately measures student growth and achievement.</li> </ul>
<b>Baseline Data</b>	Magna Vista High School 2020-21 Pass Rate- 50%
<b>Identification Process</b>	Teacher-Made Assessments, Formative Assessments, Common Assessments from Dan Mulligan, Released tests
<b>Person (s) Responsible</b>	MVHS Staff
<b>Monitoring Process</b>	Benchmarks, Pre and Post Assessments, Teacher Created Assessments, Peer Evaluations, After School Remediation, Data Conferences, Classroom Observations

<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Date of Completion</b>
Meeting with curriculum facilitator to develop strategies for small group support/ professional development provided on providing small group instruction	Attendance Logs Professional Development	Ongoing November 2021
Data conferences will be held every 8-10 weeks between administrators and curriculum team to monitor student academic progress.	Benchmark Scores Template and Benchmark Analysis Template	End of Each Grading Period



Implementation of VDOE and TEI sample items/Cousin questions created	Implementation verification log	Ongoing
Tutoring opportunities both before and after school for students who have been identified as at risk	Tutoring attendance lists	Ongoing
Reviewing lesson plans to ensure lessons are in alignment with standards and pacing. Providing feedback to teachers.	Lesson Plans	Ongoing
Each Algebra Readiness and Algebra I teacher will create a digital working list of students to determine color coded tiers (green-on target; yellow- moving towards target; red- not on target) in Algebra. This data will be reviewed at data conferences every 8-10 weeks. The digital working list will be created by October 11, 2021.	Teachers/Co-Teachers	Ongoing
Utilizing IXL/Khan Academy to support small groups for tiered support.	Student progress reports	Ongoing
Collaborative meetings with EL teacher and Ms. Jessup to develop strategies that will best meet the needs of students	Documentation of meetings with Ms. Jessup	Ongoing
Utilize Bilingual technology applications to support student growth.	Documented by EL Teacher	Ongoing
Teachers and co-teachers will use DFA/CFA data to guide instruction and detail differentiation in daily lesson plans	Teacher prepared assessments, activities, performance tasks, and competitions/lesson plan documentation	Ongoing
All Math teachers and Co-teachers will implement research based strategies (Dan Mulligan) for students utilizing a strategy taught at each monthly department meeting ( small group instruction, student engagement, providing growth producing feedback, interactive notebooks, writing clear objectives, data driven instruction)	Documentation of professional development Lesson Plans	Attendance Log Observation/L esson plan review (October-April)
Identified SPED students will participate in Functional Math, in addition to their regularly scheduled Algebra 1 class, to provide necessary supports to increase success opportunities on the Algebra 1 SOL	Student Schedules	2nd semester
Administer common formative assessments and review data collectively	CFA and DFA data (DI, small group, reteaching, spiraling, peer tutoring)	Ongoing May 2022
Utilize formative assessments daily in lessons and use the data to drive instruction	Lesson Plans, Bell Ringer, DFA, Formative assessment data, small group instruction	May 2022 Ongoing

<b>Goal #3</b>	Smart Goal #3
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	100% of Magna Vista High School teachers will conduct daily SEL check-ins at the beginning of each teaching block.
<b>HCPS Goal Alignment</b>	<p><b>Communication:</b> Foster active and positive communication among students, staff, families, and the community to ensure that all stakeholders are engaged and well-informed partners.</p> <p><b>Partnership:</b> Build capacity and create tools to foster partnerships among families, schools, and the community that result in shared responsibilities for student success.</p>
<b>Baseline Data</b>	60% of students have completed the SEL Screener Survey as of October 4, 2021
<b>Identification Process</b>	SEL Daily Check In Referrals to guidance; SEL screener survey results
<b>Person (s) Responsible</b>	MVHS staff
<b>Monitoring Process</b>	Survey results monitored daily/weekly; Check-ins daily (lesson plans); Administration

<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Date of Completion</b>
All classroom teachers will utilize SEL check-ins for each block on a daily basis.	SEL check-ins are indicated in lesson plans	Ongoing May 2022
Students who indicate that they are not ready for learning (identified by SEL check-in) will be referred to guidance (via e-hall pass, chat)	SEL check-ins; guidance referrals	Ongoing May 2022
Using SEL survey screener data, counselors will set up individual counseling sessions with students.	SEL Response Data and counselor's meeting logs	Ongoing
Newly created student support groups: Warriors for Well-Being; VIBE; Leadership; MV TV crew to promote positive social-emotional well being	Monthly Meeting agendas	Ongoing
Staff members will volunteer to mentor identified students for daily check-ins (8:00-8:25) with identified students for behavior/emotional support.	Google doc of mentors and mentees meeting logs	Ongoing
Teen Hotline information posted on school webpage and Canvas pages	School Webpage	Sept 15, 2021
Positive messages will be posted on the media outlets throughout the building	MV TV crew, Counselors, Admin.	Ongoing
Guidance counselors will attend lunch blocks daily and collect student feedback via Let's Talk boxes to create SEL relationship building and opportunities for positive conversations and SEL resource distribution	Duty Assignment Roster SEL resources and flyers Let's Talk student responses	Ongoing
Counselors will track student interactions through a google form	Spreadsheet from google form	Ongoing May 2022

Leadership team (ILT) will participate in a Book Study- Hacking School Discipline (9 Ways to Create a Culture of Empathy and Responsibility using Restorative Justice)	Attendance Logs and Feedback log	Ongoing May 2022
School Wide implementation of Positive Behaviors and Interventions Support (PBIS) to positively impact school climate. Academic and behavioral interventions delivered by classroom teachers/ administration/ counselors to support students (self assessment of work ethic, study habits, organizational skills)	Meeting agendas Documentation logs PBIS Monthly meeting logs Positive Referrals	Ongoing May 2022
Administrators/Counselors will provide teachers with SEL check-in tools for instruction	Weekly Staff Newsletter Beginning of the year staff training	Ongoing May 2022

<b>Goal #4</b>	By May 2022, students enrolled in CTE classes will complete their Academic and Career Plan through the Major Clarity Platform with 95% choosing a pathway and diploma type, with 100% of Seniors will be entered in Major Clarity and reviewed by counselors.
<b>HCPS Goal Alignment</b>	<p><b>Safety:</b> Provide a safe and supportive learning environment for all stakeholders.</p> <p><b>Environment:</b> Collaborate with the school community to provide innovative learning environments that support today's learners.</p> <p><b>Climate:</b> Maintain a positive social and emotional climate for all students and staff.</p> <p><b>Technology:</b> Ensure that innovative technologies are accessible to all students and staff</p> <p><b>Partnership:</b> Build capacity and create tools to foster partnerships among families, schools, and the community that result in shared responsibilities for student success.</p>
<b>Baseline Data</b>	
<b>Identification Process</b>	CTE class rosters
<b>Person (s) Responsible</b>	MVHS Staff
<b>Monitoring Process</b>	Completion of Academic and Career Plan in Major Clarity

<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Date of Completion</b>
Students not enrolled in CTE classes and all virtual students will complete their Academic and Career plan with their grade level counselor through the Major Clarity platform with 95% choosing a pathway and diploma type.	Major Clarity Platform	Ongoing May 2022

CTE teachers will incorporate Major Clarity into their lesson plans for semester courses. Students will go to the My Career Plan and set a goal and choose a diploma type.	Lesson Plans Major Clarity Reports	Ongoing May 2022
Seniors will be scheduled to meet individually with 12th grade counselor, college advisor, and administrator to confirm current academic standing and post secondary career plans	Major Clarity platform; Admin., Counselor, CTE teacher	Ongoing May 2022
The MVHS college guide and career coach will meet with all juniors and seniors to discuss post-secondary options and pathways for employment opportunities.	Meeting logs Annual reports	Ongoing
CTE teachers will develop Major Clarity lesson plans to assist and encourage students to build portfolios based on their interests for college and career planning.	CTE lesson plans	Ongoing May 2022
All completed ACPs will be downloaded and placed in senior cumulative files by the end of the school year	Cumulative files	June 2022
Newly hired CTE teachers and Specialists will receive professional development on how to utilize Major Clarity. A refresher course will be provided for any CTE or Specialist that is identified as needing assistance.	Mr. Minter Participation Log Lesson Plans Major Clarity platform	Ongoing May 2022

<b>Goal #5</b>	<b>By May 2022, MVHS will increase the On-time Graduation Rate from 91.4 % to 92% for the 2021 - 2022 school year.</b>
<b>HCPS Goal Alignment</b>	<b>Communication:</b> Foster active and positive communication among students, staff, families, and the community to ensure that all stakeholders are engaged and well-informed partners. <b>Partnership:</b> Build capacity and create tools to foster partnerships among families, schools, and the community that result in shared responsibilities for student success.
<b>Baseline Data</b>	Magna Vista High School 2020-2021 on-time graduation 91.4%
<b>Identification Process</b>	Daily Attendance Monitoring, Credit Checks Performed by Guidance, State Cohort Data
<b>Person (s) Responsible</b>	MVHS Staff
<b>Monitoring Process</b>	Daily attendance

Action Steps	Evidence of Implementation	Date of Completion
Contact David Finney for the official 2021-2022 student cohort listing for a list of students who are identified as not meeting the requirements.	Google Doc which lists students	Fall 2021
Grade level guidance counselors will determine students' testing needs and credits earned	Grade Level Credit Checks throughout the School year	1st semester; 2nd semester
Beginning 9th grade year, all students who are eligible will be registered for Algebra I as well as the corresponding SOL test.	Student Schedules	March/ April each year
Algebra Readiness classes are linked in order to ensure participation in the Algebra SOL.	Student Schedules	March/April each year
Graduation plan meetings conducted with Ms. Tatum and Mrs. Dillard, students, and parents regarding individual graduation requirements and needs.	Established Action Plan involving Student and Parent/Guardian	Fall 2021 & Spring 2022
Utilize credit recovery and the Edgenuity program for students not on target for graduation requirements	Completion of Edgenuity Classes and evidence of completion credit recovery assignments.	Ongoing
Career Exploration Field Trips/Project SEED event opportunities	Field Trip to PHCC	By May 2022
Monitor state cohort data and ensure correct "W" codes are entered into Powerschool: (identifying students that are drop-outs, then working with them to re-establish educational opportunities that will allow them to receive a diploma or GED).	Monitoring and log meetings with students and parents. Update of records	Monthly
Teachers will be assigned to mentor students during the year that have been identified as not being on target or who have social-emotional/academic concerns	Google document	Ongoing May 2022
Utilize the resources for "Project Graduation" to assist students as they work toward their diploma.	Completion and documentation of activities scheduled for Project Graduation.	Ongoing
Special education case managers: Conference with students about failing grades in specific classes / make sure they are aware of what they need to do to pass and graduate, SPED teachers keep students and parents updated with their progress toward graduation	Credit Checks, Documentation Log, IEP Report Cards	Ongoing
Identified SPED students will participate in Functional Math, in addition to their regularly scheduled Algebra 1 class, to provide necessary support to increase success opportunities on the Algebra 1 SOL which is a graduation requirement.	Student Schedules	2nd semester
Identified SPED students will participate in Language Lab, in addition to their regularly scheduled English courses, to provide necessary support	Student Schedules	2nd semester

to increase success opportunities on the Reading & Writing assessments required for graduation.		
Counselors/Administrators will meet with students on their caseloads who have been rolled back to the previous grade level due to deficiencies in credits, students who have failed a class after each grading period in order to determine a plan of action towards making improvements during the next grading period.	Meeting logs Action plans	Ongoing May 2022
All students seeking GED via ISAEP must meet pre-qualifications outlined in the worksheet created by CCL staff to increase chances of successful completion of the program. Students will meet with a grade-level counselor/administrator.	ISAEP Documentation Pre-meeting & Application Meeting Logs/Minutes Credit checks	Ongoing

<b>Goal #6</b>	<b>By December of 2021, all students will complete a pre and post assessment and complete a module on the adverse effects of vaping on Canvas. (Wellness Goal)</b>
<b>HCPS Goal Alignment</b>	<p><b>Safety:</b> Provide a safe and supportive learning environment for all stakeholders.</p> <p><b>Environment:</b> Collaborate with the school community to provide innovative learning environments that support today's learners.</p> <p><b>Climate:</b> Maintain a positive social and emotional climate for all students and staff.</p> <p><b>Technology:</b> Ensure that innovative technologies are accessible to all students and staff</p> <p><b>Partnership:</b> Build capacity and create tools to foster partnerships among families, schools, and the community that result in shared responsibilities for student success.</p>
<b>Baseline Data</b>	Pre-assessment data
<b>Identification Process</b>	Pre and Post Assessment
<b>Person (s) Responsible</b>	MVHS Staff/ Health and PE teachers
<b>Monitoring Process</b>	Pre and Post assessment

<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Date of Completion</b>
During 1st block, students will take a pre-assessment in Canvas on the adverse effects of vaping.	Pre-assessment results	December 2021
During 1st block, students will complete a module in Canvas about the adverse effects of vaping.	Module completion	December 2021
During 1st block, students will take a post-assessment in Canvas about the adverse effects of vaping.	Post-assessment data	December 2021

Students will complete a follow up survey to determine what substance abuse supports are needed if any. Administrators/Counselors/Nursing staff will coordinate a plan for identified students in need.	Google form	December 2021 Ongoing May 2022
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<b>Goal #7</b>	<b>By the end of the 2022 school year, the percentage of students who are chronically absent from school will decrease to 15% or less.</b>
<b>HCPS Goal Alignment</b>	<p><b>Safety:</b> Provide a safe and supportive learning environment for all stakeholders.</p> <p><b>Environment:</b> Collaborate with the school community to provide innovative learning environments that support today's learners.</p> <p><b>Climate:</b> Maintain a positive social and emotional climate for all students and staff.</p> <p><b>Technology:</b> Ensure that innovative technologies are accessible to all students and staff</p> <p><b>Partnership:</b> Build capacity and create tools to foster partnerships among families, schools, and the community that result in shared responsibilities for student success.</p>
<b>Baseline Data</b>	The chronic absenteeism rate for the 20-21 school year was 8.1%. The chronic absenteeism based on the first grading period of the 21-22 school year is 34.6%
<b>Identification Process</b>	Students who are chronically absent will be identified by daily attendance generated from the attendance office.
<b>Person (s) Responsible</b>	Guidance counselors, Administration, Attendance Office Staff, Teachers, Parents, Students
<b>Monitoring Process</b>	Magna Vista High School administration will monitor student attendance weekly in order to determine if attendance interventions are working to improve chronic absenteeism.

<b>Action Steps</b>	<b>Evidence of Implementation</b>	<b>Date of Completion</b>
Mail postcards at Day 3 of absences.	Postcards	May 2022
Monitor the attendance of students and make contact with families when a student has missed 5 days. – Attendance Plan Meeting	Call logs Attendance Conference	May 2022
Conduct attendance meetings and develop an attendance contract for students once they have accumulated 10 unexcused absences for the school year.	Attendance Contracts	May 2022
Refer students for Truancy once they have broken the attendance contract and continue to accumulate unexcused absences.	Truancy referrals	May 2022
Conduct home visits of students who have been identified as chronically absent in order to make contact with families and students, and determine the cause of the absence.	Home Visit documentation	May 2022

School Wide Implementation of Positive Behaviors and Interventions Supports to impact school climate Academic and behavioral interventions will be delivered by classroom teachers to mitigate factors that would lead to students dropping out.	Meeting agendas, Documentation logs	May 2022
Administrators/Counselors meet with Holly Johnson to develop a school plan for attendance concerns.	Meeting agenda and attendance log	November 2021

**SECTION IV: MONITORING PROGRESS**

<b>September Progress Monitoring Notes</b>
Created goals and strategies

<b>October Progress Monitoring Notes</b>

<b>November Progress Monitoring Notes</b>

<b>December Progress Monitoring Notes</b>

<b>January Progress Monitoring Notes</b>

<b>February Progress Monitoring Notes</b>

<b>March Progress Monitoring Notes</b>

<b>April Progress Monitoring Notes</b>



**May Progress Monitoring Notes**

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