

 **VISION**
Our vision is to develop a globally conscious student who exhibits an inquiry-based mindset developed through the infusion of the Engineering Design Process and real-world experiences across our curriculum.

 **MISSION**
A.R. Johnson Health Science and Engineering Magnet School will foster a STEM culture that creates globally competitive 21st-century citizens who are college and career-ready.

 **BELIEFS**
All students can excel through a rigorous, STEM-focused education. Global readiness comes from critical thinking, collaboration, and real-world learning. College and career readiness start with strong academics and innovative thinking. Community partnerships enhance relevance and student opportunity.

	ELA: Student Achievement	Math: Student Achievement	School Climate
OBJECTIVE	By Spring 2027, A.R. Johnson High School will increase Literature & Composition II EOC Proficient/Distinguished performance from 72% to ≥78 through Lexile growth, vocabulary development, and targeted interventions, monitored quarterly.	By Spring 2027, A.R. Johnson High School will increase Algebra C&C EOC Proficient/Distinguished performance from 58% to ≥61% through targeted intervention, high-dosage tutoring, and data-driven instruction monitored each grading period.	By Spring 2027, A.R. Johnson High School will increase school climate survey results in the areas of positive student climate and belonging indicators by ≥10 percentage points and reduce disengagement-related discipline referrals by ≥10% through full implementation of schoolwide relationship-building and student voice practices, monitored quarterly.
CRITICAL INITIATIVES	- Increase exposure to complex, grade-level texts (Lexile 900–1200+) using a close reading protocol. Teachers scaffold first reads with structured annotation, then release to independence. - Embed tier 2 and tier 3 vocabulary instruction in all subjects' unit. - Create a priority watch list of students scoring Below/Approaching on benchmarks. Assign these students to intervention groups and increase conferencing.	- Administer unit assessments in a common resource aligned to EOC/ EOG standards. Use data to re-teach and group students by mastery level. Review data collaboratively in PLC. - Create a personalized plan for students at Beginning/Developing level utilizing NWEMAP or iReady diagnostic data to focus intervention. - STEAM PLCs meet weekly to analyze student work, co-plan lessons targeting below-proficiency standards, and peer-observe instruction. Instructional coach provides model lessons monthly.	- Develop and communicate clear schoolwide expectations for relationship-building practices, including daily student greetings, check-ins, restorative conversations, and student voice opportunities in every classroom. - Implemented consistent advisory/check-in structures focused on relationship-building, goal setting, SEL skills, and student connectedness. Ensure every student has at least one identified adult advocate. - Increase opportunities for student and community voice through surveys, focus groups, student leadership teams, classroom discussion protocols, and feedback opportunities related to school culture and instruction.
INTENDED OUTCOMES	90% of the student will show growth in their Lexile score (range). 100% of the teachers will incorporate Frayer models, word walls, academic vocabulary journaling and/or designated platform usage for vocabulary. 100% of students scoring below/approaching on benchmarks will be assigned intervention groups, and at least three conferences per semester.	- Student will perform 80% or higher on common assessments 100% of teachers will utilize small group instruction for reteaching. 100% of teachers will meet weekly to analyze work and create lesson for students performing below grade level standards.	100% staff trained and provided guidelines by 9/2026; 100% classrooms implement 2 of 4 relationship practices. 100% of students assigned a documented adult advisor/mentor (verified by list). 100% of students are provided at least one structured opportunity monthly to share feedback or participate in student voice activities
KEY MEASURES	- Lexile growth will be measured by NWEA MAP (Fall will be baseline, with Winter and Spring assessment will be used show growth). 100% of teachers will be observed conducting vocabulary lessons using Frayer models, word walls, and student academic vocabulary notebooks. - Students will score 85% of higher on the vocabulary portion of unit assessments. 80% of the students will show growth on the subsequent benchmarks.	- Common Assessment Data sheet will be kept in teacher data notebook. - Teachers will provide student grouping based on assessment data in weekly lesson plans. 100% of math teachers will be observed during small group instructional time. 100% of teachers will be observed during whole group instruction and provided feedback for improvement.	- Walkthrough observation tool data will show 90% of teachers using 2 or more relationship practices. 85% of students attend advisory meetings at least once a month based on tracked sheet. 85% student participation in surveys, focus groups, or student voice activities based on participation logs or survey data.