

Millington Municipal Schools Annual Plan (2022 - 2023)

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[G 1] By spring 2023, we will improve K-12 student performance in math.

Through stronger utilization of the standards and instructional focus documents and a stronger support of Tier I instruction, we will see improvement in teacher practice, daily student work expectations, and student outcomes in math. We have a high number of students in the below and approaching achievement groups for math with all and subgroup categories. We fall below the achievement of comparable districts and the state average. This points to a need of support for teachers in differentiating instruction to best assess and group students to meet their academic need and grow them. Support in math instruction and how to develop firm mathematical concepts for children in elementary will provide a foundation on which to build in middle and high school so that we will see student performance track upward as they progress through school. More tailored professional development is needed to best support each teacher, both regular education and special education, with their instructional needs.

Performance Measure

Increase the percentage of students who are On Track/Mastered to 33% for grades 3-5. Increase the percentage of students who are On Track/Mastered to 28% for grades 6-8. Increase the percentage of students who are On Track/Mastered to 18% for grades 9-12. Increase the percentage of students who are On Track/Mastered to 33% for grade 2. Decrease the percentage of students in all grades who are below the 25th percentile in national norms.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Implementation of more strategic math instruction with attention geared toward instructional focus, coherence, and rigor.</p> <p>To ensure all students have access to the effective instructional practices needed to master grade level standards, teachers and leaders will receive on-going professional development and support in the use of math standards and math instructional focus documents for planning, instructing, and assessing math.</p> <p>Benchmark Indicator</p> <p>District and school structures – The district will provide structures of professional development through the use of district PD plans and school PD plans to strengthen practice throughout the school year. Principals and instructional supervisors monitor implementation of PD plans for consistency and quality and inform next steps to ensure continuous improvement. Data from surveys will be</p>	<p>[A 1.1.1] Professional Development</p> <p>Ensure leaders, instructional facilitators, and district coaches are prepared to provide teachers needed professional development. Professional development plans will be created so that educators can refine and strengthen areas to support effective instructional strategies to improve student achievement. The district, as well as each school, will provide professional development opportunities throughout the year to best meet the needs of teachers.</p>	<p>Audrey Poston, Mark Neal, Lenora Morris</p>	<p>05/31/2023</p>		

<p>collected after each PD opportunity to further guide and provide support toward continuous improvement. Instructional practice that aligns to the instructional shifts – Improvements to instructional practice will be collected and analyzed by walkthroughs in the classroom. Principal, facilitator, and coach walkthroughs will be used to monitor trends which will inform additional learning needs to address and improve upon throughout the year. School provided opportunities through scheduled common planning and/or designated time for PLCs - Schools have a plan for teachers to collaborate weekly through common planning and/or PLCs. Collaborative planning will be scheduled by grade level at the primary school and by subject area at the intermediate and middle/high schools. Building administrators will monitor collaborative meetings for consistency and quality monthly and district supervisors will visit sessions at least quarterly throughout the school year. Coaches provide high-quality coaching support – School administrators and district supervisors will observe each coach at least twice during the year using the coaching observation checklist and/or the professional learning feedback tool. Teacher surveys of coaching satisfaction will be administered.</p>					
	<p>[A 1.1.2] Instructional Coach The district will employ instructional coaches to support the schools. The coaches will serve as a consultant and mentor to teachers through conferencing, observing, and reflecting on instructional practice as well as helping them disaggregate student data and support instructional practices to meet the needs of all learners. The coaches will communicate with school administration, facilitators, teachers, and instructional support staff to best use student</p>	<p>Audrey Poston, Mark Neal</p>	<p>05/31/2023</p>		

	demographic and achievement data to inform Tier I instructional decision making.				
<p>[S 1.2] Intervention-Mathematics Align systems of intervention with scientifically-based research curriculum, instruction, and assessment with the state’s academic content standards. Screener assessments and/or Early Warning Systems will be utilized to determine deficits and tier levels for individual students. Structured intervention time will provide additional skill-specific instruction and ensure students practice skills that allow them to access their core Tier I instruction. Tier I instructional time will be protected to support students in gaining standard mastery and growth.</p> <p>Benchmark Indicator Students are able to successfully complete tasks that align to their individual deficits - Progress monitoring and formative assessment results will be reviewed at each school midway through each quarter and at the end of each quarter. Instructional facilitators, teachers, interventionists, and coaches will meet to review this data and make any needed adjustments for individual students and/or intervention groups. Student work aligns to the expectations of the standards - Benchmark assessments and student work collected align to the expectations of the standards. Student work and assessments should indicate that students are able to successfully complete tasks that align to the standards and indicate if students are meeting the expectations of the standards. A decrease in the number of students in need of additional intervention/instruction should occur.</p>	<p>[A 1.2.1] Implement intervention with fidelity Provide an approved universal screener program and progress monitoring tool for students that will enable teachers to provide a targeted learning path for students in need of intervention. Provide staff development in implementing the program and analyzing the data provided through the program.</p>	Audrey Poston	05/31/2023		
	<p>[A 1.2.2] Target Additional Resources Target additional resources (i.e. extended time compensation, high dosage low-ratio tutoring) with additional student instruction and interventions to</p>	Audrey Poston	05/31/2023		

	impact all students with a percentage of time allocated to numeracy/mathematics. Tutoring will focus on students demonstrating additional learning loss, especially those in the approaching achievement group.				
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[G 2] By spring 2023, we will improve K-12 student performance in literacy.

Through the use of high-quality instructional materials and a stronger support of Tier I instruction, we will see improvement in teacher practice, daily student work expectations, and student literacy outcomes. We have a high number of students in the approaching achievement group for ELA with all and subgroup categories. We fall below the achievement of comparable districts and the state average. This points to a need of support for teachers in differentiating instruction to best assess and group students to meet their academic need and grow them. More tailored professional development is needed to best support each teacher, both regular education and special education, with their instructional needs.

Performance Measure

Increase the percentage of students who are On Track/Mastered to 32% for grades 3-5. Increase the percentage of students who are On Track/Mastered to 26% for grades 6-8. Increase the percentage of students who are On Track/Mastered to 34% for grades 9-12. Increase the percentage of students who are On Track/Mastered to 32% for grade 2. Decrease the percentage of students in all grades who are below the 25th percentile in national norms.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Continue the implementation and deepen the understanding of ELA high-quality materials and instructional practices</p> <p>To ensure all students have access to the instructional resources and practices needed to master grade level standards, we will continue the implementation of high-quality literacy curriculum and incorporate additional literacy resources provided by the state. Teachers and leaders will continue to receive support with the adopted curriculum as well as the state provided resources to strengthen literacy knowledge and instruction.</p> <p>Benchmark Indicator</p> <p>District and school structures – The district will provide structures of professional development through the use of district PD plans and school PD plans to strengthen practice throughout the school year. Principals and instructional supervisors</p>	<p>[A 2.1.1] Professional Development</p> <p>Ensure leaders, instructional facilitators, and district coaches are prepared to provide teachers needed professional development and on-going support. Professional development plans will be created so that educators can refine and strengthen areas to support effective instructional strategies to improve student achievement. The district, as well as each school, will provide professional development opportunities throughout the year to best meet the needs of teachers. Building and district leaders will participate in the Early Literacy Network Communities of practice to gain knowledge to better guide and support our early literacy teachers. Early literacy teachers will also have the opportunity to participate in the ELN Communities of practice beginning in the spring of 2022 and continuing into the summer and fall.</p>	<p>Audrey Poston, Mark Neal, Lenora Morris</p>	<p>05/31/2023</p>		

<p>monitor implementation of PD plans for consistency and quality. Data from surveys will be collected after each PD opportunity to refine PD and provide support. Teacher knowledge of characteristics of instructional materials and how they support instruction of state standards - Principal, facilitator, and coach walkthroughs using the instructional practice guide will be used to monitor implementation and trends which will inform additional learning needs to address and improve upon throughout the year. School provided opportunities through scheduled common planning and/or designated time for PLCs - Schools have a plan for teachers to collaborate weekly through common planning and/or PLCs. Collaborative planning will be scheduled by grade level at the primary school and by subject area at the intermediate and middle/high schools. Building administrators will monitor collaborative meetings for consistency and quality monthly and district supervisors will visit sessions at least quarterly throughout the school year. Coaches provide high-quality coaching support – School administrators and district supervisors will observe each coach at least twice during the year using the coaching observation checklist and/or the professional learning feedback tool. Teacher surveys of coaching satisfaction will be administered.</p>					
	<p>[A 2.1.2] Instructional Coach The district will employ instructional coaches to support the schools. The coaches will serve as a consultant and mentor to teachers through conferencing, observing, and reflecting on instructional practice with teachers. At the primary level, this includes providing biweekly professional learning for all teachers focused on the science of reading to increase knowledge in early literacy, building on the foundation that has been formed</p>	<p>Audrey Poston, Mark Neal</p>	<p>05/31/2023</p>		

	<p>with the state reading initiative. The coaches will also serve teachers by helping them disaggregate student data and support instructional practices to meet the needs of all learners. The coaches will communicate with school administration, facilitators, teachers, and instructional support staff to best use student demographic and achievement data to inform Tier I instructional decision making.</p>				
<p>[S 2.2] Intervention-Reading/Language Arts Align systems of intervention with scientifically-based research curriculum, instruction, and assessment with the state’s academic content standards. Screener assessments and/or Early Warning Systems will be utilized to determine deficits and tier levels for individual students. Structured intervention time will provide additional skill-specific instruction and ensure students practice skills that allow them to access their core Tier I instruction. Tier I instructional time will be protected to support students in gaining standard mastery and growth.</p> <p>Benchmark Indicator Students are able to successfully complete tasks that align to their individual deficits - Progress monitoring and formative assessment results will be reviewed at each school midway through each quarter and at the end of each quarter. Instructional facilitators, teachers, interventionists, and coaches will meet to review this data and make any needed adjustments for individual students and/or intervention groups. Student work aligns to the expectations of the standards - Benchmark assessments and student work collected align to the expectations of the standards. Student work and assessments should indicate that students are able to successfully complete tasks that align to the standards and indicate if students are meeting the expectations of the standards. A decrease in the</p>	<p>[A 2.2.1] Implement intervention with fidelity Provide an approved universal screener program and progress monitoring tool for students that will enable teachers to provide a targeted learning path for students in need of intervention. Provide staff development in implementing the program and analyzing the data provided through the program.</p>	Audrey Poston	05/31/2023		

number of students in need of additional intervention/instruction should occur.					
	<p>[A 2.2.2] Target Additional Resources Target additional resources (i.e. extended time compensation, high dosage low-ratio tutoring) with additional student instruction and interventions to impact all students with a percentage of time allocated to reading/language arts. Tutoring will focus on students demonstrating additional learning loss, especially those in the approaching achievement group.</p>	Audrey Poston	05/31/2023		

[G 3] By the end of the 2022-23 school year, Millington Municipal Schools will increase time available for instruction by decreasing chronic absenteeism to below 13% and decreasing suspensions, both in-school and out-of-school, by below 13%.

Millington Municipal Schools has determined, and research supports that students who are not available for instruction due to chronic absenteeism and suspensions do not perform to their potential and are retained at a higher rate than students who attend school regularly and are not suspended from school. MMSD has reviewed the data that supports that our students have significantly higher amounts of unexcused absences than excused absences. The focus during the 2022-23 school year will be on decreasing the percentage of unexcused absences.

Performance Measure

Increase the time available for instruction by decreasing chronic absenteeism to below 13% and decreasing suspensions to below 13%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Track unexcused absences and identify attendance barriers Attendance data as well as attendance strategies and interventions at each school will be reviewed quarterly with the school's attendance team and district personnel. Strategies and interventions that have proven to be effective at each school will be shared with the other schools to consider implementation. District attendance procedures will be reviewed quarterly with attendance teams from each school and district staff to determine if current procedures are resulting in a decrease in chronic absenteeism.</p> <p>Benchmark Indicator</p>	<p>[A 3.1.1] Fidelity of truancy tiers In an effort to decrease the number of unexcused absences, school personnel responsible for Tier 1 truancy intervention will meet with district personnel responsible for Tiers 2 and 3 truancy intervention to review procedures and expectations prior to beginning the 2022-23 school year. All personnel responsible for a truancy tier will report all tiered meeting and intervention documentation to the supervisor of student services each quarter. Personnel responsible for Tier 1 truancy from each school will meet quarterly with personnel responsible for Tiers 2 and 3 truancy to reflect on what is working and address changes that need to occur. Collaboration during tiered meetings with</p>	Mark Neal, Lenora Morris, School Principals	05/31/2023		

<p>Consistency in truancy meetings and attendance committee meetings – Timely submissions of truancy meeting documentation to the director of student services will ensure meetings are occurring with regularity and fidelity. Documentation of quarterly committee meetings will ensure collaborations are taking place and that strategies and interventions as well as barriers to regular attendance are being identified.</p>	<p>school staff, parents, and students will be aimed at identifying barriers to regular school attendance and school and/or community supports needed by families.</p>				
	<p>[A 3.1.2] Advisory period for grades 4-8 Continue to implement an advisory period and/or designated scheduled meeting time for students in grades 4-8. The advisory class will consist of a small group of students paired with a staff mentor who will teach from a social emotional curriculum and develop student connections with the school.</p>	<p>School Principals</p>	<p>05/31/2023</p>		
	<p>[A 3.1.3] Implement parent training for unexcused absences Parent training around the importance of school attendance will be implemented for parents with children that have reached Tier 2 truancy. Attending the parent training will allow the parent's child to revert to Tier 1 instead of continuing to Tier 3 and referral to Juvenile Court.</p>	<p>Mark Neal, Lenora Morris, School Principals, Social Workers</p>	<p>05/31/2023</p>		
	<p>[A 3.1.4] District Attendance Advisory Committee The District Attendance Advisory Committee composed of school administrators, school social workers, and direct of student services will meet prior to the beginning of the 2022-23 school year to review current attendance data and procedures as well as strategies that have been used to improve school attendance. Recommendations from the committee will be used to refine current attendance policies and procedures that will be communicated to students and parents via the Student Parent Handbook which will be issued during school registration.</p>	<p>Mark Neal, School Principals</p>	<p>05/31/2023</p>		

<p>[S 3.2] Update/develop discipline procedures Review current data, procedures, practices across the district to determine what discipline practices are effective and what areas need improvement. Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator Structures and supports check - We will ensure that each school has the structures and systems in place to address identified behavior needs and provide appropriate student supports. School administrators and district personnel will meet quarterly to review discipline data, including types and numbers of suspensions for each subgroup. Discipline incidents/trends align to the intervention supports in place - As trends are identified, the school administration and district personnel team will identify antecedents to the behaviors. Based on the findings, interventions other than suspensions will be developed to change the behavior.</p>	<p>[A 3.2.1] Trauma Informed/Resilience school training Designated leaders in each school will be trained in Trauma Informed Schools, Resilience, and Humanistic Behavioral Supports to address the need of decreasing suspensions and better understand the whole child concept and the impact of adverse childhood experiences. Those leaders will then train others to implement practices which will result in keeping struggling students in class while minimizing disruptions and optimizing instructional time.</p>	<p>Mark Neal, School Principals</p>	<p>05/31/2023</p>		
	<p>[A 3.2.2] Restorative Intervention class Continue the implementation of a Restorative Intervention class. Students continue to receive instruction in restorative practices as well as participate in modules related to social emotional learning and are provided with the tools needed to prevent future discipline events. The amount of time spent in the restorative intervention class is determined by administration but can be modified based on the student's performance and feedback from the restorative intervention class staff.</p>	<p>Mark Neal, School Principals, Social Workers</p>	<p>05/31/2023</p>		

[G 4] Millington Municipal Schools will improve the graduation rate by a minimum of 3%, increase the percentage of students scoring at or above 21 on the ACT, and increase the ACT composite by a minimum of .3.
Millington Municipal Schools' goal is for all students to graduate from high school as Ready Graduates. MMSD will focus on improving the graduation rate and the percentage of students scoring at or above a 21 on the ACT. Although all students are not college-bound, a score of 21 or higher opens the door for more college or career opportunities

after high school.

Performance Measure

The percentage of students who graduate with a regular diploma, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. The percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. The average ACT composite and percentage meeting the college readiness benchmarks for the students in the cohort. ACT reports along with accountability data will be examined to determine whether continued changes are needed to revise courses and curriculum to reflect the needs of students.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Work to schedule ACT Prep classes for all students MCMHS will work to ensure all students have the opportunity to take two semesters of the ACT Prep courses available prior to the spring test administration and/or the ACT retake for their cohort.</p> <p>Benchmark Indicator Student progress toward individual goals - Practice tests will be given yearly to establish a benchmark for students grades nine and ten. Individual course of study plans for students will be created and monitored each year by the ACT Prep teachers, administration, and instructional facilitator. Instructional practice that aligns to the instructional shifts – Assignments will be given in the Prep Factory program as daily work which will be completed during a specific class period. Bi-weekly spreadsheets will be generated from student work and shared with teachers to adjust instruction during that class period. Accountability and ACT report data - ACT score reports and accountability data will be analyzed between the spring administration and senior retake dates. Score reports will be used for test preparation in tutoring sessions and boot camps.</p>	<p>[A 4.1.1] Schedule two teachers dedicated to ACT Prep work MCMHS will schedule two ACT Prep teachers, one for English/Reading and one for Math/Science. In previous years, ACT prep has been a one semester course taught primarily using an online program. Two teachers, certified and highly-qualified in Math and English, will be utilized to break down the content into the ACT subtest categories. The dedicated teachers will analyze benchmark and practice test data to provide individualized instruction and develop remediation plans for students. Additionally, the ACT Prep teachers will plan and organize ACT Boot Camps each semester prior to the Senior Retake and Spring administration dates.</p>	<p>Mark Neal, School Principal</p>	<p>05/31/2023</p>		

	<p>[A 4.1.2] Conduct ACT Parent Night sessions With the increasing demands on accountability with regard to the Ready Graduate indicator, stakeholder support is crucial. Parent nights can increase ACT knowledge and awareness but also be used to inform stakeholders about all post-secondary opportunities.</p>	Mark Neal, School Principal	05/31/2023		
	<p>[A 4.1.3] Provide ongoing ACT professional development for faculty MCMHS will continue to use an outside vendor to provide professional development along with faculty “experts” to increase knowledge surrounding ACT content and test taking strategies.</p>	Mark Neal, School Principal	05/31/2023		
<p>[S 4.2] Track student progress toward graduation and provide intervention and support against identified barriers The graduation coach, guidance counselor, and administration will meet quarterly to discuss goals, strategies, and interventions. Prior to withdrawing, students and parents are informed of the requirements to enroll in a new school before truancy processes are implemented. Every effort will be made to assist students on the cohort list with school enrollment.</p> <p>Benchmark Indicator Structures and supports check - We will ensure that the high school has the structures and systems in place to address identified barriers to graduation and provide appropriate student supports. The grade coach will review grades, credit recovery, attendance, and progress toward graduation quarterly. Progress monitoring - Individual student progress toward graduation will be monitored and reviewed quarterly. Following individual mentoring and support sessions, individual course of study plans for students will be created and monitored by the grad coach.</p>	<p>[A 4.2.1] Graduation Coach The district will employ a graduation coach to support students in the cohort. The coach will serve as a support and mentor to students through conferencing and students along the path to success. The grad coach will identify social barriers to graduation and provide intervention and support. The grad coach will also oversee the credit recovery program to ensure all students in the cohort are earning the required credits needed to graduate.</p>	Mark Neal, School Principal	05/31/2023		

	<p>[A 4.2.2] Provide summer school, credit recovery, and tutoring</p> <p>Incorporate instruction and learning activities outside the regular school day/year to improve student academic achievement by offering additional time to gain conceptual knowledge and earn credits for graduation. Students who are behind and/or lack credits may be eligible for credit recovery.</p>	<p>Audrey Poston, Mark Neal, Lenora Morris, School Principal</p>	<p>05/31/2023</p>		
	<p>[A 4.2.3] Systems of intervention and special education</p> <p>Align systems of intervention and special education. Provide coursework for SWD that provides the classes and support to earn the required credits to graduate. Provide support as determined by the IEP. Special education case managers will review students' academic progress every two weeks and inform parents, administrators, and counselors about students' progress.</p>	<p>Lenora Morris, Mark Neal, SPED case managers, School Principal</p>	<p>05/31/2023</p>		