

Millington Central Middle High School 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 28% for grades 6-8. Increase the percentage of students who are On Track/Mastered to 18% for grades 9-12. 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><b>[S 1.1] Implementation of more strategic math instruction with attention geared toward instructional focus, coherence, and rigor.</b></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><b>Benchmark Indicator</b></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 collected after each PD opportunity to further guide and provide support toward continuous improvement.</p>	<p><b>[A 1.1.1] Increase rigor and instruction</b></p> <p>In order to increase rigor and instruction in math, the teachers will meet in PLC's in which they will plan collaboratively, plan CFAs, and discuss best practices. This year, MMS will begin the process for textbook adoption for the 2022-23 school year. We have partnered with the Instructional Partnership for Math. They will perform walkthroughs, meet with school leaders, and give feedback on improving instruction. From these walkthroughs, they will advise us on choosing the new math curriculum that best suits the district's needs. Our math textbooks are outdated and through textbook adoption, we will be able to improve instruction. Administrators will perform unofficial walkthroughs and provide feedback in areas of reinforcement and areas of refinement. Lastly, teachers will administer Case assessments based on a district calendar. After each Case benchmark test, the teachers will participate in data digs to create plans for reteaching and increasing the rigor in the classrooms.</p>	<p>Janet Pyland</p>	<p>05/18/2023</p>	<p>Title 1 Funding</p>	

<p>*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.</p> <p>*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.</p> <p>*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><b>[S 1.2] Intervention-Mathematics</b> 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><b>[A 1.2.1] Math Intervention</b> Middle school math teachers will use the iReady math program which will give individual student data, based on diagnostics. From the data received, a plan is created for each student based on benchmark data. Also, there are individual goals set per student. There are resources available for whole and small group instruction.</p> <p>Teachers will also be able to use "free" math intervention. Get More Math is a program that will be used both during Tier 1 Instruction and intervention.</p>	Chasity Guy	05/18/2023	Title 1	

<p><b>Benchmark Indicator</b></p> <p>*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.</p> <p>*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>					
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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 26% for grades 6-8. Increase the percentage of students who are On Track/Mastered to 34% for grades 9-12. 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><b>[S 2.1] Continue the implementation and deepen the understanding of ELA high-quality materials and instructional practices</b></p> <p>To ensure all students have access to the instructional resources and practices needed to master grade level standards, we will continue the</p>	<p><b>[A 2.1.1] Program and Instruction Implementation</b></p> <p>Teachers will use the SAVAAS curriculum exclusively for the 2022-2023 school year. Time will be provided to create pacing guides and unit plans using the print and online version of the textbooks.</p>	Janet Pyland	05/18/2023	Title 1	

<p>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><b>Benchmark Indicator</b></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. Data from surveys will be collected after each PD opportunity to refine PD and provide support.</p> <p>*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.</p> <p>*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.</p> <p>*Coaches provide high-quality coaching support *– School administrators and district supervisors will observe each coach at least twice during the year</p>	<p>Middle school teachers will aid the high school teachers in implementing the curriculum. Administrators will conduct walkthroughs to ensure the curriculum is used with fidelity. Teachers will be given common planning time to have time to meet in their PLCs on a regular basis. Whole departments will meet monthly as well. Quill, a grammar program, will be purchased for all ELA teachers to use in addition to their curriculum. Teachers will implement vertical alignment in writing which will address common misconceptions, gaps in learning, and depth of standards requirements. Case assessments will be administered quarterly. After each Case benchmark test, the teachers will participate in data digs to create plans for reteaching and increasing the rigor in the classrooms.</p>				
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<p>using the coaching observation checklist and/or the professional learning feedback tool. Teacher surveys of coaching satisfaction will be administered.</p>					
<p><b>[S 2.2] Intervention-Reading/Language Arts</b> 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><b>Benchmark Indicator</b> *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.</p> <p>*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><b>[A 2.2.1] Intervention-ELA</b> Middle school ELA teachers will use the iReady program which will give individual student data, based on diagnostics. From the data received, a plan is created for each student based on benchmark data. Also, there are individual goals set per student. There are resources available for whole and small group.</p> <p>This summer, teachers attended the Secondary Literacy Training. This training focused on the importance of literacy in secondary school with a focus on developing vocabulary.</p>	<p>Chasity Guy</p>	<p>05/18/2023</p>	<p>Title 1</p>	

**[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><b>[S 3.1] Track unexcused absences and identify attendance barriers</b>  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><b>Benchmark Indicator</b>  *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><b>[A 3.1.1] Attendance Tracking</b>  Teachers will track attendance in every class. When a student has missed class 3 times, the teacher will contact the parent to make contact and to see why the student is missing. If the same student misses again, the teacher will inform the administrator of attendance to set up an attendance meeting to intervene and create a plan for attending school. This year, there is a Graduation Coach in place that works closely with guidance and attendance to intervene with at-risk students, which includes at risk for truancy, behavior, and academics. Often attendance is impacted by a family’s belief in the importance of education. The instructional facilitator will conduct meetings and provide resources for parents and student to promote awareness of chronic absenteeism and its implications.</p> <p>The middle high school will continue to implement their RTI2B program for the 2022-23 school year. Students will be rewarded for good behavior and disruptive behavior will be tracked in classes. The school will have similar rules and procedures for behavior.</p> <ol style="list-style-type: none"> <li>1. Be Safe</li> <li>2. Be Responsible</li> <li>3. Be Respectful</li> </ol>	Beth Hale	05/18/2023	Title 1	

	<p>These rules will be started in the primary school and continue throughout the 3 schools. Expectations for the common areas will be created and posters will be displayed with those expectations.</p> <p>The 7th and 8th grade students will participate in advisory classes where social and emotional learning lessons will be taught. These lessons are even more important due to school disruptions with the pandemic as we are still getting over that hurdle in education. These students will struggle both academically and socially.</p>				
<p><b>[S 3.2] Update/develop discipline procedures</b> 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><b>Benchmark Indicator</b> *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.</p> <p>*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><b>[A 3.2.1] Alternative discipline</b> The middle high school will continue to implement their RTI2B program for the 2022-23 school year. The RTI2B program will offer rewards and incentives to encourage good behavior. By rewarding good behavior, students can be rewarded for improving behavior when they are often students who get in trouble.</p> <ol style="list-style-type: none"> <li>1. Be Safe</li> <li>2. Be Responsible</li> <li>3. Be Respectful</li> </ol> <p>These rules will be started in the primary school and continue throughout the 3 schools. Expectations for the common areas will be created and posters will be displayed with those expectations.</p> <p>Students who are identified as "At-Risk" or spend time in ISS will participate in a mentoring program utilizing Restorative Practices and Circles with trained staff and all administrators. Restorative practice allows participants to learn other ways of handling conflict.</p>	Zane Adams	05/18/2023	Title 1	

**[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><b>[S 4.1] Work to schedule ACT Prep classes for all students</b> 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><b>Benchmark Indicator</b> *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.</p> <p>*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.</p> <p>*Accountability and ACT report data* - ACT score</p>	<p><b>[A 4.1.1] ACT Prep and Tutoring</b> The high school will have two content specific teachers who teaches ACT Prep to juniors, and some seniors during semester 1, in order to better prepare them for the ACT test in March. One teacher will focus on Math and science. The other teacher will focus on English and Reading. Students will learn test-taking strategies and take practice tests, which will expose them to the type of questions that the ACT test will have. The more exposure they have to the ACT test the more prepared they are to take it. The teacher will be trained in how to teach this course.</p> <p>MCMHS will offer ACT Bootcamps through Jane Ross before the fall and spring administrations of the ACT test. The seniors will attend the bootcamp in September and juniors in February. The bootcamps will address content knowledge as well as test-taking strategies specific to the ACT. Through this same program, Jane Ross, teachers attended a PD on implementing ACT strategies into their instruction and given resources to be used in their lessons.</p> <p>The local alumni chapter of Delta Sigma Theta has</p>	Michael Perry	05/18/2023	Title 1	



<p>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>offered a free ACT bootcamp for juniors and seniors, however, if an underclassmen signs up they are able to attend as well. This will take place on a Saturday and give those interested an additional opportunity for ACT prep.</p> <p>Students in 7-12 grade will have access to an online program for ACT test taking. Competitions will be held for each grade level to help students become excited about practicing and improving performance on the practice sessions. This program can be self-paced or teacher assigned.</p> <p>During the March ACT, all grade levels 7-10 will take a practice ACT alongside the juniors taking their official ACT. They will be given results that are broken down to give a more accurate depiction of areas that need refining.</p>				
<p><b>[S 4.2] Track student progress toward graduation and provide intervention and support against identified barriers</b></p> <p>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><b>Benchmark Indicator</b></p> <p>*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.</p> <p>*Progress monitoring - *Individual student progress toward graduation will be monitored and reviewed quarterly. Following individual mentoring and</p>	<p><b>[A 4.2.1] Graduation progress tracking and necessary interventions</b></p> <p>MCMHS now has a graduation coach who is in place to track and monitor students who are at risk of not graduating. The at risk indicators include chronic absenteeism, behavioral issues, low grades, and below on track test scores**. **The graduation coach will start monitoring at risk students starting in the 9th grade and track them until they reach graduation.</p> <p>Through the graduation coach working along side the guidance counselors, the students who require it will complete credit recovery. The graduation coach will meet with families of the at-risk students to reinforce the importance of partnering with the school to help the student stay on-track for graduation.</p>	Michael Perry	05/18/2023	Title 1	

support sessions, individual course of study plans for students will be created and monitored by the grad coach.

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