School Planning Team

Millington Municipal Schools (798) Public District - FY 2019 - Millington Central High School (798-0130) Public School - School Plan - Rev 0

Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, other school leaders, paraprofessionals in the school, administrators (including administrators of Title programs), students (if a secondary school), other appropriate school personnel, and with parents of students.

Clint Durley, Principal
Nichole Jones-Wallace, Assistant Principal
Beth Hale, Assistant Principal
Andrew Taylor, Assistant Principal
Audrey Poston, Instructional Faciltator
Rosemary Boswell, Math Teacher
Katherine Watkins, English Teacher
Suan Sprunger, Science Teacher
Regina Moore, Social Studies Teacher
Zane Adams, Special Education Teacher
Ginger Whitaker, CTE Teacher
Abigail Wade, Foreign Language Teacher
Whitney Horton, Wellness Teacher
Megan Woodring, Fine Arts Teacher
Steve Sisung, NJROTC
Georgette Farmer, Guidance Counselor
Shirey Szalay, Library Media Specialist
Karroll Warberg, Parent
Jennifer McCullough, Student
Sam Johnson, Student
Bryce Mattox, Student

Describe how the school actively and consistently involves all stakeholders identified in the development of the school plan and how the plan is regularly monitored and revised based on students' needs.

Planning and information gathering meetings are conducted with administrators and teachers. Needs assessment information is used in the meetings including 2017 Tennessee Educator Survey and Refinement and Reinforcement Charts from Compass as well as other data gathering instruments. District Strategic Goals are also reviewed to make sure they are addressed in ePlan goals.

In addition to school personnel, parents and students are invited to participate and give feedback on the proposed school improvement plan. The group meets to study the previous year's plan and give feedback on the newly proposed plan.

The Instructional Facilitator meets with parents and students to listen to their feedback and answer questions. Once all feedback is obtained, changes are made to the improvement plan based on the input from the groups.

To engage as many families as possible, parents are also provided with surveys throughout the year to provide feedback to the school. The survey results are reviewed and incorporated into the school improvement plan.

Millington Municipal Schools (798) Public District - FY 2019 - Millington Central High School (798-0130) Public School - School Plan - Rev 0

☑ **CHECK HERE IF NOT APPLICABLE (HIGH SCHOOLS)**

Elementary/Middle School Subjects

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

3-8 Mathematics - Data Tables

3-8 Mathematics - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17

All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

3-8 Science - Data Tables

3-8 Science - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					

Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

☐ **CHECK HERE IF NOT APPLICABLE (ELEMENTARY AND MIDDLE SCHOOLS)**

High School Subjects

English I - Data Tables

English I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	**59.8**		**17.9**	**7.3**	**25.2**
- Asian	*			*	*
- Black or African American	**44.6**		**13.4**	**9.1**	**22.5**
- Hispanic or Latino	**60**		**21.7**	**-11**	**10.7**
- Native American / Alaskan Native				*	*
- Native Hawaiian / Pacific Islander				*	
- White	**69.7**		**20.8**	**8.4**	**29.2**
Economically Disadvantaged	**58**		**10.5**	**12.9**	**23.4**
Students with Disabilities	**11.1**			**	**
English Learners	*			*	*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress

The 2016-2017 data reflects an overall On Track/Mastered percentage increase by 7.3%. Although the school is pleased with the improvement, the overall percentage of students scoring OT/M is still lower than expected. The rate of improvement (ROI) for the Economically Disadvantaged subgroup was 12.9% which exceeded the ROI for the All Students category as did the Black/African American subgroup with an ROI of 9.1%.

English I also had a TVAAS score of Level 5. The growth of the students far exceeded the growth of the state. Several factors could have attributed to the increase in OT/M scores including small class sizes, improved student familiarity with the testing format, implementation of RTI2, and instruction more aligned to standards. English teachers attended state trainings specific to instruction during the summer which may have helped with refining instructional practices. When making instructional decisions, English teachers analyzed USATestPrep data, TVAAS data, and EOC results. The English department actively used the USATestPrep platform and used those results to help drive instruction.

The newly released data for 2017-2018 indicates a decrease in the English I On Track/Mastered percentage at 18.3%. The data for the Hispanic/Latino subgroup, however, indicates an increase in OT/M at 23% which is up from 10.7% the previous year. In preparation for 2018 testing, the school added CASE benchmark assessments as a form of formative assessment. Although this assessment was researched and found to be aligned and contributed to growth in other school districts, its impact on our scores is yet to be fully determined. English teachers will continue to utilize USATestPrep due to its proven success and continue to push forward with CASE assessments to obtain more data, help drive instruction, and determine its effectiveness.

Challenges

When reflecting on the underlying causes of the lower than expected OT/M scores and challenges our students face overall, several areas of concern have been identified including the overall lack of strong reading skills in the areas of basic reading, reading fluency, and reading comprehension. Although RTI2 has been fully implemented, it will take time before skill deficits can be eliminated.

English I – % On Track/Mastered	2015-16	2016-17	2017-18
All Students	17.9	25.2	18
Black or African American	13.4	22.5	11
Hispanic or Latino	21.7	10.7	23
White	20.8	29.2	21
Economically Disadvantaged	10.5	23.4	9

Students with Disabilities		**	0

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

English II - Data Tables

English II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	**54.1**		**26.2**	**2.7**	**28.9**
- Asian	*			*	*
- Black or African American	**42.2**		**15.5**	**0.1**	**15.6**
- Hispanic or Latino	**75**		**30**	**15.5**	**45.5**
- Native American / Alaskan Native	*			*	*
- Native Hawaiian / Pacific Islander				*	*
- White	**63.7**		**30.9**	**9.7**	**40.6**
Economically Disadvantaged	**45.6**		**13**	**2.3**	**15.3**
Students with Disabilities	**13.9**		**13.3**	**	**
English Learners				*	*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress

The 2016-2017 data reflects an overall On Track/Mastered percentage increase by 2.7% which was lower than the 7.3% increase in English I. The rate of improvement (ROI) for the Hispanic/Latino subgroup, however, was 15.5%, which is a significant increase from the previous year. Every subgroup showed improvement, and while the school is pleased with some improvement, the overall percentage of students scoring OT/M is still

lower than expected. Several factors could have attributed to the increase in OT/M scores including improved student familiarity with the testing format, implementation of RTI2, and instruction more aligned to standards. English teachers attended state trainings specific to instruction during the summer which may have helped with refining instructional practices. When making instructional decisions, English teachers analyzed USATestPrep data, TVAAS data, and EOC results. The English department actively used the USATestPrep platform and formative assessments to track problem areas and identify areas of weakness and used those results to help drive instruction.

The newly released data for 2017-2018 indicates a slight decrease in the English II On Track/Mastered percentage at 24.7%. The data for the Black/African American subgroup, however, indicates an increase in OT/M at 21% which is up from 15.6% the previous year. The Economically Disadvantaged subgroup also shows an increase in OT/M at 20% which is up from 15.3% the previous year. In preparation for 2018 testing, the school added CASE benchmark assessments as a form of formative assessment. Although this assessment was researched and found to be aligned and contributed to growth in other school districts, its impact on our scores is yet to be fully determined. English teachers will continue to utilize USATestPrep due to its proven success and continue to push forward with CASE assessments to obtain more data, help drive instruction, and determine its effectiveness.

Challenges

When reflecting on the underlying causes of the lower than expected OT/M scores and challenges our students face overall, several areas of concern have been identified including the overall lack of strong reading skills in the areas of basic reading, reading fluency, and reading comprehension. Although RTI2 has been fully implemented, it will take time before skill deficits can be eliminated. In addition, there was a higher teacher to student ratio in English II classes during the 2016-17 school year.

When considering subgroups, the Students with Disabilities subgroup was the only subgroup that had a decrease in the percentage of OT/M. The Black/African American subgroup demonstrated little progress compared to the strong gains in English I. Reading skill deficits can be directly attributed to the low OT/M scores for Students with Disabilities. They have not had the benefit of RTI2 over time.

English II – % On Track/Mastered	2015-16	2016-17	2017-18
All Students	26.2	28.9	24
Black or African American	15.5	15.6	21
Hispanic or Latino	30	45.5	22

White	30.9	40.6	29
Economically Disadvantaged	13	15.3	20
Students with Disabilities	13.3	**	5

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

English III - Data Tables

English III - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	**32.9**		**20.7**	**3.1**	**24.2**
- Asian	*			*	*
- Black or African American	**22.5**		**12.5**	**3**	**15.8**
- Hispanic or Latino	**30.8**		**13.3**	**26.7**	**40**
- Native American / Alaskan Native	*			*	
- Native Hawaiian / Pacific Islander				*	
- White	**45.8**		**30.3**	**-2.5**	**28.3**
Economically Disadvantaged	**24.3**		**10.3**	**11.6**	**22**
Students with Disabilities	**0**			**	**
English Learners	*			*	*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part

of the comprehensive needs assessment.

Progress

The 2016-2017 data reflects a slight increase in On Track/Mastered percentage for All Students by 3.1%. Both the Hispanic/Latino and Economically Disadvantaged subgroups showed considerable growth with rates of improvement at 26.7% and 11.6%, respectively. Although the district is pleased with showing some improvement, the overall percentage of scoring OT/M is still lower than expected. Several factors could have attributed to the increase in OT/M scores including improved student familiarity with the testing format, implementation of RTI2, and instruction more aligned to standards. English teachers attended state trainings specific to instruction during the summer which may have helped with refining instructional practices. When making instructional decisions, English teachers analyzed USATestPrep data, TVAAS data, and EOC results. The English department actively used the USATestPrep platform and formative assessments to track problem areas and identify areas of weakness and used those results to help drive instruction.

Challenges

English III teachers expressed concern that students did not believe scores would return in time to be counted in their grade due to past problems with the testing platform. Additionally, teachers were required to increase the rigor of instruction, and students might not have been properly prepared for the length of the test.

The newly released data for 2017-2018 indicates a significant decrease in the English III OT/M percentage at only 16.4%. In addition to students' previous concerns about the testing platform reliability and timely results, it was also indicated that because it would be the final year for the English III EOC, many students did not take the test seriously.

When reflecting on the underlying causes of the lower than expected OT/M scores and challenges our students face overall, several areas of concern have been identified including the overall lack of strong reading skills in the areas of basic reading, reading fluency, and reading comprehension which directly affect students ability to provide detailed written answers. Although RTI2 has been fully implemented, it will take time before skill deficits can be rectified.

English III – % On Track/Mastered	2015-16	2016-17	2017-18
All Students	20.7	24.2	16
Black or African American	12.5	15.8	8
Hispanic or Latino	13.3	40	7

White	30.3	28.3	28
Economically Disadvantaged	10.3	22	9
Students with Disabilities		**	0

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

Algebra I - Data Tables

Algebra I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	**52.7**		**5.5**	**	**
- Asian				*	*
- Black or African American	**50**		**4.1**	**	**
- Hispanic or Latino	**53.9**			**	**
- Native American / Alaskan Native				*	*
- Native Hawaiian / Pacific Islander				*	
- White	**54.5**		**9.2**	**	**
Economically Disadvantaged	**51.1**		**1.4**	**	**
Students with Disabilities	**15.8**			**	**
English Learners				*	*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part

of the comprehensive needs assessment.

Progress
The 2017 data in Algebra I indicates that 3.4% of all students were OT/M. This is down 2.1% from the previous year. The BHN subgroup had 3.5% OT/M which is down 0.1% from 2016. The White subgroup is 3% OT/M, down from 9.2%. The Hispanic/Latino subgroup indicates 5% OT/M. The ED subgroup indicates 1.6% OT/M, up 0.2% from the previous year. No students in the SWD subgroup were OT/M. Although OT/M percentages were down in Algebra I in the high school, the school earned a TVAAS Level 4 with a growth measure of 2.5 in 2017.

The newly released data for 2017-18 indicates a slight decrease in OT/M for Algebra I at 3%. The Hispanic/Latino subgroup experienced a 2% increase from the previous year as did the White subgroup. Once again, there were no students OT/M in the SWD subgroup.

Challenges
When determining potential factors that impacted student performance, it is expected that many students did not fare well with the change in the testing format. Being heavily reliant on the use of calculators, many students have not developed the ability to memorize math facts or steps required to solve problems. There are also gaps in foundational skills necessary to acquire conceptual knowledge of algebraic concepts. Lack of reading comprehension and problem solving skills also contributed to problems with the implementation of the new TN Standards. In order to progress through the standards, time had to be spent reteaching basic math skills. The implementation of block scheduling may have aided in the difficulty for students to retain information with more information presented during a class period and with a day between classes.

Math labs have been added for many students enrolled in EOC math courses. Although results do not yet reveal upward momentum, the math labs and tutoring available to students are predicted to have positive results. The middle school which feeds into the high school has also started increasing time for students in mathematics. Teachers used formative assessments, USATestPrep, EOC test results and TVAAS data to identify students in need of remediation and to help drive instruction.

In preparation for 2018 testing, the school added CASE benchmark assessments as a form of formative assessment. Although this assessment was researched and found to be aligned and contributed to growth in other school districts, its impact on our scores is yet to be fully determined. Algebra I will be a focus areas as well as an area of concern until the subject meets the state average.

Algebra I – % On Track/Mastered	2015-16	2016-17	2017-18
All Students	5.5	3.4	3

Black or African American	3.4	3.5	0
Hispanic or Latino		5	7
White	9.2	3	5
Economically Disadvantaged	1.4	1.6	0
Students with Disabilities	0	0	0

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

Algebra II - Data Tables

Algebra II - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	**32.7**		**4.6**	**	**6**
- Asian	*			*	
- Black or African American	**20.6**			**	**
- Hispanic or Latino	**27.2**			*	**9.5**
- Native American / Alaskan Native	*			*	
- Native Hawaiian / Pacific Islander				*	*
- White	**48.2**		**6.7**	**-0.1**	**6.6**

Economically Disadvantaged	**30.2**		**1.9**	**	**
Students with Disabilities	**0**			**	**
English Learners	*			*	*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress
The 2017 data in Algebra II indicates that 6% of all students achieved the OT/M levels. This is up 1.4% from the previous year. The Hispanic/Latino subgroup showed 9.5% OT/M. The ED subgroup indicates 3.8% OT/M, up 1.9% from the previous year. No students in the SWD subgroup were OT/M. Algebra II in the high school earned a TVAAS Level 3 with a growth measure of .6 in 2017.

The newly released data for 2017-18 indicates that nearly all subgroups saw improvements in Algebra II. The All Students subgroup increased to 17.3% OT/M which is up from 6% the previous year. The Black/African American subgroup improved to 7% OT/M, the Hispanic/Latino subgroup jumped to 23%, the White subgroup improved to 27%, and the Economically Disadvantaged subgroup improved to 13%. However, there were still no students in the SWD subgroup that were OT/M.

Challenges
As described when reviewing Algebra I, there are gaps in foundational math skills. Algebra I skills are weak for many students, so they lack a strong foundation for Algebra II. As math labs were incrementally added to the schedule during the 2016-17 school year, Algebra II did not have a dedicated lab to provide additional teaching and tutoring opportunities. As with Algebra I, the implementation of block scheduling may have impaired students ability to retain information with more information presented during a class period and with a day between classes. An additional challenge is preparing high performing students for the opportunity to enroll in dual enrollment math their senior year.

Math labs have now been added for many students enrolled in all EOC math courses. Although results do not yet reveal upward momentum, the math labs and tutoring available to students are predicted to have positive results. During the intervention labs, students have the opportunity to review standards taught the previous day and are also afforded the opportunity of pre-teaching of the next standard. The feeder middle school has also started increasing time for students in mathematics. Teachers used formative assessments, USATestPrep, EOC test results and TVAAS data to identify students in need of remediation and to help drive instruction.

In preparation for 2018 testing, the school added CASE benchmark assessments as a form of formative assessment. Although this assessment was researched and found to be aligned and contributed to growth in other school districts, its impact on our scores is yet to be fully determined. Algebra II will be a focus areas as well as an area of concern until the subject meets the state average.

Algebra II – % On Track/Mastered	2015-16	2016-17	2017-18
All Students	4.6	6	18
Black or African American	**	**	7
Hispanic or Latino		9.5	23
White	6.7	6.6	27
Economically Disadvantaged	1.9	3.8	13
Students with Disabilities	0	0	0

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

Geometry - Data Tables

Geometry - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students				**5.5**	**12.9**
- Asian				*	*
- Black or African American				**	**5.1**
- Hispanic or Latino				**1.3**	**10**

- Native American / Alaskan Native				*	*
- Native Hawaiian / Pacific Islander				*	
- White				**10.1**	**22.2**
Economically Disadvantaged				**	**
Students with Disabilities				**	**
English Learners				*	*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress
The 2017 data for Geometry indicates that 12.9% of all students were On Track/Mastered, which is 5.5% increase from 2016. The Hispanic/Latino subgroup had 10% OT/M, up 1.3% from the previous year. The White subgroup made a significant improvement at 22.2%, up 10.1% from the previous year. The ED subgroup indicates 4.3% OT/M, up 2.1% from the previous year. No students in the SWD subgroup were OT/M, which is down 2.3% from the previous year. Although most subgroups saw in increase in OT/M, Geometry earned a TVAAS Level 1 in 2017 with -3.4 overall growth measure.

The newly released data for 2017-18 indicates a slight increase in OT/M for Geometry at 14.5%. The Black/African American subgroup increased to 8% OT/M, up from 5.1% the previous year, and the Economically Disadvantaged subgroup improved to 7% OT/M, up from 4.3% the previous year. Once again, there were no Student with Disabilities that were OT/M.

Challenges
The teachers had students with varying skill levels in the classrooms which created a struggle in meeting the individual needs of the students. There are few assessment results that can assist in identifying gaps in skill-based knowledge within the subgroups in Geometry. The Algebra I results are helpful for Algebra II teachers, but the Geometry teachers had little diagnostic information. The teachers also felt a time challenge to cover the standards and information in the pacing guide. An additional challenge for Geometry is the same as Algebra which is teaching students prerequisite skills needed to gain mathematical concepts and operate without the use of a calculator.

In preparation for 2018 testing, the school added CASE benchmark assessments as a form of formative assessment. This program should provide some diagnostic information not previously available to help guide instruction. The addition of math labs for Geometry students and time designated to remediate skill deficits specific to geometry will help meet the needs of struggling students. The high school will continue to focus on

Geometry to increase the proficiency of students.

Geometry – % On Track/Mastered	2015-16	2016-17	2017-18
All Students	7.4	12.9	15
Black or African American		5.1	8
Hispanic or Latino	8.7	10	8
White	12.1	22.2	20
Economically Disadvantaged	2.2	3.8	7
Students with Disabilities	2.3	0	0

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

Integrated Math I - Data Tables

Math I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					

- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

N/A

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

Integrated Math II - Data Tables

Math II - % Proficient / Advanced	**2014-15**	**Improvement**	**2015-16**	**Improvement**	**2016-17**
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					

- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

N/A

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

Integrated Math III - Data Tables

Math III - % Proficient / Advanced	**2014-15**	**Improvement**	**2015-16**	**Improvement**	**2016-17**
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

N/A

If the district has an English learner (EL) subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

Biology I - Data Tables

Biology I - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	**50.9**		**57.1**	**-8.3**	**48.8**
- Asian	*			*	*
- Black or African American	**37.7**		**43.3**	**-8**	**35.3**
- Hispanic or Latino	**46.6**			*	**40**
- Native American / Alaskan Native	*			*	*
- Native Hawaiian / Pacific Islander				*	*
- White	**61.8**		**66.7**	**-1**	**65.7**
Economically Disadvantaged	**46.7**		**35**	**-3.9**	**31.1**
Students with Disabilities	**12.8**		**16.7**	**-4.2**	**12.5**
English Learners				*	*

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Progress

The 2017 data indicates that 48.8% of all students in Biology were Proficient/Advanced. That is 8.3% lower than the previous year. There was a decrease in P/A across most subgroups and no subgroup identified that performed significantly better than others with the exception of the White subgroup at 65.7%. Despite the decrease in P/A, the high school remained at a Level 3 TVAAS in Biology.

The newly released data for 2017-18 indicates a continued decrease in the percentage of students scoring at the P/A levels. It appears to be a trend across all subgroups. With the implementation of the new science standards, the school will have a lead teacher trained in the delivery of the new standards. New science textbooks will also be adopted this year.

Challenges
There were some changes in staffing in the science department, and high school science has also been included in the areas that are "hard to staff." There is also the need for an effective formative assessment item bank. It has been a challenge to find an aligned benchmark assessment program in science. Additionally, there is a challenge to expand our STEM activities to get more students engaged in science and increase the number of students meeting the ACT college readiness benchmark in science.

In preparation for 2018 testing, the school added CASE benchmark assessments to our science program. Although this assessment was researched and found to be aligned and contributed to growth in other school districts, its impact on our scores is yet to be fully determined. This program should, however, provide some diagnostic information not previously available to help guide instruction.

Biology – % On Track/Mastered	2015-16	2016-17	2017-18
All Students	57.1	48.8	35
Black or African American	43.3	35.3	30
Hispanic or Latino		40	39
White	66.7	65.7	40
Economically Disadvantaged	35	31.1	23
Students with Disabilities	16.7	12.5	4

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

N/A

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☐ **N/A**

ACT - Data Tables

ACT Scores	2014-15	2015-16	2016-17
Composite	**17.7**	**18.7**	**19**
English	**17.2**	**18.1**	**18.6**
Math	**17.6**	**18.4**	**18.5**
Reading	**17.7**	**18.9**	**18.9**
Science	**17.7**	**18.7**	**19.2**

Graduation Rate - Data Tables

Graduation Rate	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	**84.1**	**-3.1**	**81**	**4**	**85**
- Asian	*		*		*
- Black or African American	**83.8**	**2.7**	**86.5**	**2.9**	**89.4**
- Hispanic or Latino	**100**	**-18.7**	**81.3**	**1.4**	**91.7**
- Native American / Alaskan Native	*		*		*
- Native Hawaiian / Pacific Islander	*		*		*
- White	**83**	**-7.8**	**75.2**	**3.2**	**78.4**
Economically Disadvantaged	**84.2**	**1.7**	**85.9**		
Students with Disabilities	**71.4**		**67.4**		
English Learners	**100**		*		

Analyze the school's ACT data. Summarize the progress and challenges, especially in increasing the number of students who reach college ready benchmarks and score above 21 on the ACT composite. Describe how the school will address those challenges and how the school is considering variation across subjects and different subgroups (i.e. BHN, EL, SWD, ED).

Progress

When analyzing ACT data, it is apparent that composite scores have increased over the last three years. Scores in all four of the subtests have improved as well. The 2016-17 data reveals that the composite has increased by 1.3 points since 2015. The English subtest has improved by 1.5 points in the last three years and has exceeded the college readiness benchmark for the last two years. The science subtest has improved by 1.5 points, and the reading subtest has improved by 1.2 points. The math subtest shows the least improvement at .9 points over the last three years. The percentage of all students scoring 21 or higher increased from 25.6% to 33%. When analyzing subgroups, the average composite for the Black/Hispanic/Native American subgroup is 18, and the percentage scoring 21 or higher is 23.2%. The Economically Disadvantaged subgroup composite is 17.5, and Students with Disabilities composite is 14.7. The areas of growth in English and Reading are expected considering the English EOC scores. We expect for EOC scores to be in alignment with ACT scores. The school also met the ACT Composite AMO as well as the High School English AMO. The district did not meet the AMO for High School math which also correlates with the lesser improvement in ACT math. The additional retake opportunity for students to test at school at no charge has attributed to our most recent growth by eliminating the need for our students to travel outside the community and pay for the additional tests. The high school had approximately 45% of students participate in the state ACT retake opportunity in the fall of 2016. In the fall of 2017, the retake participation rate increased to nearly 100% with the retake occurring during the school day versus on a Saturday. As the school continues to work toward improving the ACT composite, we will also monitor the number of students that meet the college readiness benchmarks.

Challenges

One area of concern is the small growth in the math subtest. This reinforces the need for continued work in mathematics as evidenced in math EOC scores. Teachers and administrators identified additional challenges including a lack of motivation and effort of students taking the ACT. There is a lower than expected number of college-bound students at Millington High School.

In an effort to address these challenges, vertical staff development has been provided for teachers including elementary, middle, and high to share the preparation responsibility. ACT Family Night and parent engagement events have also been conducted to provide additional information to parents. An ACT Prep elective course has been added for 11th grade students with an emphasis on English and Math. This enables students to prepare for the ACT without having to stay after school or come to school on the weekend which is a hardship for many students with jobs or without transportation. The high school does continue to provide after school tutoring and Saturday ACT Boot Camps as well. An additional remedy for the low math growth is the addition of math labs into students schedules. The labs are geared toward lower achieving students and students with disabilities. The addition of the SAILS Bridge Math course in 2018-19 should help improve math skills for college-bound students who score below 19 on the math subtest.

Although ACT scores have improved, the school's score is not yet at an acceptable rate and will remain a priority on our strategies to improve until it is equal to or exceeds the state composite and college readiness benchmarks.

Review the school's graduation data and summarize progress and challenges students are facing, especially if graduation rates are below

90 percent. Consider graduation rates overall and among different subgroups (i.e. BHN, EL, SWD, ED).

The 2016-17 graduation rate improved 4% over the previous year with improved graduations rates for every subgroup. This group of students had been with Millington Municipal Schools for three years which resulted in more accurate tracking of students that withdrew and enrolled in other school systems. This cohort started at 267 students with 51 of those students being removed from the cohort after evidence was supplied of continued enrollment in another district and another 9 students whose enrollment in another school was unverified. This represents a high degree of transience in the school system. Because of the transience rate, a cohort committee has been developed to meet regularly, discuss student progress, make recommendations for course recovery, meet with students and families prior to withdrawal, and consistently track students who withdraw. For the 2018-19 school year, the high school plans to add a graduation coach to work with all populations within the school to develop a graduation and achievement plan, provide support and outreach to parents/guardians of students identified as being at risk of not graduating, track the progress of students as they progress toward high school graduation. monitor credit recovery, credit earning and participation/attendance, and maintain progress monitoring reports.

Of the twelve students that did not graduate but were working on a regular education high school diploma, six transferred to Millington High School after ninth grade from another school system and were already a year behind. Two of those six students were special education students. To address students who are behind or fail required courses, extra credit recovery opportunities have been included during the school day. The new block schedule also allows students who are behind to take an additional class each year.

Four of the 2013 cohort received a special education diploma as agreed to by their IEP Team. The district will be adopting a new graduation policy which includes the Alternate Diploma option. Although this is a great addition, positive results will not be realized until the graduating class of 2022.

The district has included additional data that includes 43% of our over age for grade students are special education students. Research supports that students who are over age for grade are less likely to graduate on time. Retentions are being addressed with an emphasis on ensuring the fidelity of RTI2 and the timely identification of students with disabilities before retention.

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Student Enrollment - (represents student enrollment on October 1)

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students	**967**		**960**		**938**	**100**
- Asian	**10**	**1**	**5**	**0.5**	**9**	**1**
- Black or African American		**44.2**	**437**	**45.5**	**409**	**43.6**
- Hispanic or Latino	**64**	**6.6**	**73**	**7.6**	**91**	**9.7**
- Native American / Alaskan Native	**11**	**1.1**	**11**	**1.1**	**8**	**0.9**
- Native Hawaiian / Pacific Islander	**3**	**0.3**	**1**	**0.1**	**1**	**0.1**
- White	**452**	**46.7**	**433**	**45.1**	**420**	**44.8**
Economically Disadvantaged	**682**	**70.5**	**323**	**33.6**	**293**	**31.2**
Students with Disabilities	**126**	**13**	**148**	**15.4**	**139**	**14.8**
English Learners	**8**	**0.8**	**12**	**1.3**	**17**	**1.8**

Student Attendance

Student Attendance - Elementary and Middle Grades

	2014-15	2015-16	2016-17
	%	%	%
All Students			
- Asian			
- Black or African American			
- Hispanic or Latino			

- Native American / Alaskan Native			
- Native Hawaiian / Pacific Islander			
- White			
Economically Disadvantaged			
Students with Disabilities			
English Learners			

Student Attendance - High School

	2014-15	2015-16	2016-17
	%	%	%
All Students	**93.3**	**92.8**	**94.4**
- Asian	**97.3**	**99.2**	**98.3**
- Black or African American	**94.2**	**94**	**94.7**
- Hispanic or Latino	**93.5**	**91.9**	**94.8**
- Native American / Alaskan Native	**90.1**	**94.4**	**97.8**
- Native Hawaiian / Pacific Islander	**97.6**	**95.5**	**98.9**
- White	**92.3**	**91.6**	**93.8**
Economically Disadvantaged	**92.8**	**91.4**	
Students with Disabilities	**93.9**	**93.2**	**94.6**
English Learners	**98.7**	**94.2**	**94.7**

Chronic Absenteeism - Data Tables

Students Who Were Chronically Absent (by subgroup)

	2014-15		2015-16		2016-17	
	10% or More	20% or More	10% or More	20% or More	10% or More	20% or More

	#	%	#	%	#	%	#	%	#	%	#	%
All Students	**165**	**17.5**	**79**	**9.3**	**153**	**15.6**	**83**	**8.5**	**139**	**15.2**	**	**
- Asians									**	**	**	**
- Black or African American									**50**	**12.4**	**	**
- Hispanic or Latino									**14**	**16.1**	**	**
- Native American / Alaskan Native									*	*	*	*
- Native Hawaiian / Pacific Islander									*	*	*	*
- White									**75**	**18.5**	**26**	**6.4**

Students Who Were Chronically Absent (by grade level)

	2014-15				2015-16				2016-17			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	**165**	**17.5**	**79**	**9.3**	**153**	**15.6**	**83**	**8.5**	**139**	**15.2**	**	**
Kindergarten												
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Grade 6												
Grade 7												
Grade 8												
Grade 9	**46**	**17.9**	**21**	**8.2**	**32**	**11.8**	**15**	**5.5**	**39**	**16.5**	**	**

Grade 10	**33**	**13.1**	**22**	**8.8**	**42**	**16.4**	**19**	**7.4**	**19**	**7.5**	**	**
Grade 11	**43**	**16.3**	**20**	**7.6**	**33**	**16.1**	**19**	**9.3**	**48**	**20.7**	**17**	**7.3**
Grade 12	**43**	**18.8**	**16**	**7**	**46**	**18.6**	**30**	**12.1**	**33**	**17.1**	**	**

Student Discipline - Suspensions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students (students suspended; not incidents)	**171**	**16.4**	**171**	**16.4**	**121**	**12.3**
- Asian					*	*
- Black or African American	**104**	**22.1**	**104**	**22.1**	**81**	**18.5**
- Hispanic or Latino	**4**	**5.4**	**4**	**5.4**	**8**	**8.4**
- Native American / Alaskan Native	**4**	**36.4**	**4**	**36.4**	*	*
- Native Hawaiian / Pacific Islander					*	*
- White	**59**	**12.3**	**59**	**12.3**		
Economically Disadvantaged					**49**	**16.4**
Students with Disabilities	**29**	**19.5**	**29**	**19.5**	**28**	**18.1**
English Learners					**0**	**0**

Student Discipline - Suspensions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students	**171**	**16.4**	**138**	**13.6**	**121**	**12.3**
Kindergarten					*	*

Grade 1					*	*
Grade 2					*	*
Grade 3					*	*
Grade 4						
Grade 5					*	*
Grade 6					*	*
Grade 7					*	*
Grade 8					*	*
Grade 9	**53**	**19.3**	**36**	**12.5**	**43**	**16.3**
Grade 10	**52**	**19.6**	**44**	**16.4**	**33**	**12.1**
Grade 11	**37**	**13.7**	**24**	**11.1**	**27**	**10.8**
Grade 12	**29**	**12.3**	**34**	**13.5**	**18**	**8.9**

Student Discipline - Expulsions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students (students expelled; not incidents)	**1**	**0.1**	**1**	**0.1**	**0**	**0**
- Asian					*	*
- Black or African American	**0**	**0**	**0**	**0**		**0**
- Hispanic or Latino	**0**	**0**	**0**	**0**	**0**	**0**
- Native American / Alaskan Native	**0**	**0**	**0**	**0**	*	*
- Native Hawaiian / Pacific Islander					*	*
- White	**1**	**0.2**	**1**	**0.2**	**0**	**0**
Economically Disadvantaged					**0**	**0**
Students with Disabilities	**0**	**0**	**0**	**0**	**0**	**0**

English Learners					**0**	**0**

Student Discipline - Expulsions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students	**1**	**0.1**	**0**	**0**	**0**	**0**
Kindergarten					*	*
Grade 1					*	*
Grade 2					*	*
Grade 3					*	*
Grade 4					*	*
Grade 5					*	*
Grade 6					*	*
Grade 7					*	*
Grade 8					*	*
Grade 9	**1**	**0.4**	**0**	**0**	**0**	**0**
Grade 10	**0**	**0**	**0**	**0**	**0**	**0**
Grade 11	**0**	**0**	**0**	**0**	**0**	**0**
Grade 12	**0**	**0**	**0**	**0**	**0**	**0**

Review chronic absenteeism data. Discuss progress and challenges with chronic absenteeism overall, by grade level, or subgroup, especially if rates exceed 10%. Identify steps to be taken to ensure students have opportunities to learn.

During the 2016-17 school year, chronic absenteeism at the 10% or more range indicates slight improvement at 15.2%, down from 15.6% the previous year. The improvement at the 20% or more range was more significant at 4.5%, which is down from 8.5% the previous year. When considering subgroups, the Black/African American subgroup had the lowest chronic absenteeism rate at the 10% or more range with 12.4%, and the White subgroup had the highest chronic absenteeism rate at the 10% or more range with 18.5%. When comparing grade levels, two of the four grade levels made improvements at the 10% or more range of chronic absenteeism, and all grade levels improved at the 20% or more range.

After reviewing the available data, it is easy to identify the specific grade levels that struggled with getting students to attend school regularly. In 2016-17, students in grade 11 had the highest chronic absenteeism rate demonstrating 20.7% chronic absenteeism at the 10% or more range, which was 4.6% higher than the previous year. Although there was 2% improvement for chronic absenteeism at the 20% or more range for grade 11, it still ranks the highest among grade levels at 7.3%. Chronic absenteeism at the 10% or more range for grade 9 also shows a 4.7% increase from their 11.8% the previous year.

The district has an attendance plan that specifically targets chronic absenteeism. For the 2017-18 school year, additional steps were taken and the school received support from the district in combating chronic absenteeism. The school has identified personnel responsible for tracking attendance, developing incentives for students, and meeting with families struggling with regular school attendance.
After the first quarter and first semester of the 2017-18 school year, chronic absenteeism was monitored. The high school had 5.51% chronic absenteeism after the first quarter and 8.41% after the first semester. If this trend continues, we will meet the Chronic Absenteeism goal.

Millington Municipal Schools Chronic Absenteeism Plan
Goal
Decrease chronic absenteeism by 3% during the 2018-2019 school year
Action Step 1
District personnel runs a chronic absenteeism report each nine weeks, reports given to school principal.
Notice is sent home to parents of students who are chronically absent each nine weeks along with their report card.
Notices are sent home to parents of students who have improved their chronic absenteeism rate.

Action Step 2
Message is on district web page about importance of regular school attendance
Message is on school and teacher web pages about importance of regular attendance
Message is on school correspondence to parents
School, grade level, class incentives are in place to promote good attendance
Schools recognizes students with good attendance

Action Step 3
School Administrators work with Parent Teacher Associations to include information about the importance of regular school attendance at parent meetings.

Action Step 4
Principal/Designee reports progress of increasing regular school attendance to all staff each nine weeks.

Action Step 5
District office identifies students who had a history of chronic absenteeism the previous year and monitors attendance each nine weeks. Meetings are held at district office with parents of students who are trending toward a repeat chronic absenteeism each nine weeks.
Barriers to regular school attendance are identified and supports are provided.

In addition to the District Attendance Plan, there is a school nurse in place at the high school.

Additional Steps that have been taken to improve school attendance include:
The Supervisor of Student Services and District Social Worker make home visits when attendance issues have been identified by either the district office or school.
Millington Municipal Schools has met with and has ongoing conversations with local mental health facilities to support students who are transitioning from facilities back to school.
Posters are being created to share with health providers to display that support the importance of regular school attendance.

Review student discipline data. Discuss progress and challenges with discipline overall, by grade level, or subgroups, especially if rates exceed 8 percent for out-of-school suspensions and .25 percent for expulsions. Identify specific steps to be taken to reduce lost instructional time and/or disparate impact.

During the 2016-17 school year, the high school had an overall suspension rate of 12.3%, down slightly from the previous year. No significant changes were noted in any subgroup; however, there were some significant changes among grade levels. Data indicates improvements occurred in the overall suspension rate in grades 10, 11, and 12 with grades 10 and 12 making the biggest improvements by a rate of 4.3% and 4.6%, respectively. The suspension rate increased, however, for grade 9 up to 16.3%, which is 3.8% higher than the previous year. When reviewing the data provided and additional data available to the district, there are some trends that are important to note. More than 50% percent of students who earn a suspension continue with behavior that earns additional suspensions. The subgroup with the highest percentage of out-of-school suspensions is the Black/African American subgroup. This same subgroup also has the most Juvenile Court Referrals from the Millington Police Department. Interesting to note is that the Black/African American subgroup has one of the lowest chronic absenteeism rates and the highest graduation rate in the district.
When reviewing reasons for suspensions, very few suspensions are due to zero tolerance offenses with the majority of suspensions being due to violation of school rules. Each quarter administrators are provided data on the number of suspensions as well as reasons for suspensions so they can try to recognize trends and provide needed interventions for students and professional development for teachers.
School administrators and Central Office personnel have collaborated in developing a Discipline Guide that includes categories of disciplinary offenses and appropriate consequences and consider options other than suspensions. The school uses progressive discipline with suspension being the last option.
There are several challenges that exist with suspensions. There is a high correlation with school suspensions and personal conflict being brought to the school. The Millington community has a large number of students that come from single parent, guardian grandparents, and/or poverty stricken households. It is very difficult to get cooperation from parents, and there are limited resources in the community for students that may need outside counseling services. The school has embraced a mentoring program in which teachers and administrators volunteer to mentor and support students who may need a positive adult role model.
The single most common reason for suspensions is disruption of the learning environment and disrespect to authority figures. What we have identified is that behavior expectations are not adequately taught to some of our students. Students do not understand what is expected of them at school and have a hard time modifying the behavior that keeps them safe in the community to the behavior that is acceptable at school. To address these issues, professional development opportunities have been provided and will be ongoing for faculty and staff.

Describe the priority for providing a safe, supportive, and healthy environment in the school and how the school will meet those needs.

When meeting with parents, their concerns revolved around the importance of addressing the social emotional needs of our students and providing students the opportunity to develop positive rapport with staff. In the small town of Millington, parents are challenged with locating local mental health providers to serve families. Options are limited, and there is no public transportation to access providers outside the community. The district has a full time social worker who meets with students and parents to provide support and locate options for service. Professional Development has been and will continue to be provided to staff, specifically in the areas of Crisis Management, Deescalation, and Empathy and Adverse Childhood Experiences including strategies and classroom management.

School Counselors meet regularly with students in the classroom, in small groups, and individually to address behavioral, social emotional needs. Each school counselor has up to date parent resource packets to share with parents who are in need of any type of service.

Millington Municipal Schools partners with the Shelby County Sheriff's Department who provides two Sheriff Deputies at the high school. In addition to being present in the school every school day, these same officers attend school events after hours.

Millington Municipal Schools also works with the Millington Police Department in supporting the two elementary schools.

A full time nurses supports students with both acute and chronic health issues. The district feels that having a health care provider in the school will help improve attendance rates.

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STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
Principal - Years in position	1		2		**3**	
Teaching Staff (Certified) - Number of Teachers	62		62		**63**	
1 to 3 years	8	13 %	7	11 %	**9**	**14 %**
4 to 10 years	14	23 %	14	23 %	**15**	**24 %**
11 to 20 years	20	32 %	26	42 %	**21**	**33 %**
21 + years	13	21 %	14	23 %	**18**	**29 %**

How are new teachers supported in the school? What strategies are currently in place to generate growth among new hires?

Each new teacher participates in a summer district and school level new teacher induction program and receives a stipend for that time. The instructional facilitator, master teacher, and learning coach at the school assist new teachers. Those support teachers observe, mentor, and offer staff development for new teachers as well as teachers struggling in identified areas on the TEAM observation rubric. New reports available in Compass are used to customize staff development and learning activities to address areas of identified weakness across the school. Staff that attend professional development during the summer are provided a stipend from the district as a means of support and to defray the costs of workshops. While the new hire numbers are dropping from year to year, the high school continues to work to place the most competent teachers in the classrooms.

What retention practices, incentives, or growth opportunities are in place, specifically for teachers who have demonstrated strong performance over time?

The Millington Municipal district has partnered with small districts across the state to apply for a Tier V teacher incentive grant to reward high performing teachers and was bitterly disappointed to be rejected. The district continually looks for funding sources to expand its Differentiated Pay Plan. The district has an IPEC level built into the salary scale for yearly increases. The Board of Education can award the IPEC level to teachers (as a group) each year

or not award it. It is a BOE decision. The district does have many positions such as instructional facilitators, master teachers, and learning coaches that provide opportunities for high performing teachers to earn financial compensation for their time and expertise. The high starting salary is important to attract strong candidates as well.

STAFF Characteristics	2017-18		2018-19	
	#	%	#	%
Principal – Years in position	4		5	
Teaching Staff (Certified) – Number of Teachers	63		63	
1 to 3 years	6	9	10	16
4 to 10 years	14	22	13	20
11 to 20 years	25	40	22	35
21 + years	18	29	18	29

What procedures are in place to ensure that low income and minority students are not being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers. Include steps to be taken in order to address these disparities and ensure equitable access to highly-effective teachers.

Millington Municipal is a Community Eligibility district where all students receive breakfast and lunch at no charge. Millington High, like all schools in the district, is a Title I school where all students receive benefits from school-wide Title I services. As it is the only high school in the district, all students served in the building participate in equity because there is no other high school to pose the possibility for inequity. The administration monitors classroom performance to ensure that students do not have an ineffective teacher two years in a row. The high school had to restaff when the district was created and has worked to create a permanent, high performing staff. With the differentiated pay plan and one of the highest starting salaries in that state, the school has no student being taught by an out-of-field teacher.

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School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2014-15	2015-16	2016-17
Length of school year - Instructional days	**(#)**	**180**	**180**	**180**
Length of school day - Instructional minutes	**(#)**	**1260**	**1260**	**1260**

Additional Areas

RTI2

Describe the school's progress in implementing RTI2 across all grades. Identify areas of strength and weakness, identify root causes and discuss actions needed.

The 2016-2017 school year marked the full implementation of RTI2 at the high school. The school feels confident in the Early Warning System being used to identify students in need of interventions. Having phased interventions in for the past two years, the school feels as though it is at an advantage. A strength already identified is the ability to schedule intervention classes into a students' regular schedule due to the eight block schedule which has been adopted. The schedule compliments intervention by providing additional time during the day for the class without comprising earning credits toward graduation. The school has also identified materials for direct teacher instruction paired with a web-based component that are age appropriate and target specific skill deficits. Because the full implementation is new, the weakness is simply working to try and get the procedural requirements such as fidelity checks and specific program training well underway. Another challenge has been balancing the need for deficit intervention and the need for standard intervention which could translate to earning credits and graduating on time. In the 2017-18 school year, the school moved toward subject specific math intervention classes that focus more on standards while still maintaining some intervention classes for students with skill deficits.

Technology Access and Use

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.)

Level of Access

Students in Millington Central High have a high level of access to technology as part of the instructional program. There are three computer labs and 11 student laptop carts of 30 machines each in the building. In addition, there are 20 desktop machines in the library and several classrooms with desktop machines. All students in dual enrollment courses were issued laptops individually. These learning devices were purchased with both LEA and Federal funds. The school plans to transition to 1:1 during the 2018-19 school year.
All teachers and administrators are issued a laptop for instructional use. Along with the laptop, teachers have access to software programs, document cameras, clickers, and iPads, and classrooms are equipped with interactive whiteboards and projectors to integrate technology into the instructional program.
Due to the large percentage of high poverty students, the school offers computer and internet access for parents to assist with financial aid documents, scholarship applications, and other needs that arise that they are unable to access from home. There is also a parent center with a full time social worker available to families in the district where computer and internet access is available, English language acquisition, and other needs that they may be unable to access at home. The families that do have technology access are able to access an online Parent Portal into the grading system to monitor their student's academic progress from any device.

Challenges
The main challenge is funding. We are in the process of transforming our technology model as funding allows. A secondary challenge is providing teacher training to effectively implement technology into their pedagogical practices. The district has applied for a grant to support technology purchases; however, these grant will not support replacement needs. Trying to update old inventory and having a routine process of replacing outdated machines at the same time has been a challenge. As in all small districts, the instructional technology staff is also limited.

Next Steps
The instructional technology staff has provided training to strengthen teacher skills and improve technology leadership at the teacher level. During the second semester of 2018, the district hired a dedicated Instructional Technology Specialist with LEA funds to lead the charge as it relates to teacher professional development around classroom technology and effective pedagogical practices. Additionally, the district is working to add another instructional technology specialist to provide schools and teachers with more immediate assistance with technology challenges and to maximize the potential in instructional technology. A strategy to expand student use of technology in instructional assignments at all grade levels is also in place.

Professional Development

Describe how professional development for teachers and school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school.

Professional development is held during the summer, prior to the start of school, and throughout the school year. This past year the majority of staff development was designed to address literacy, math, science, and CTE content. A lead teacher attended training for the new science standards

held through the CORE office to gain insight into preparing for the changes and the implementation of those standards. That teacher, in turn, presents and shares the information to the remainder of the science faculty. Each year a new teacher workshop is held prior to school starting in August for all teachers new to the district. Advanced Placement teachers attend AP institutes presented by the College Board for their content areas to strengthen their capacity for high quality instruction and better prepare students for the AP exams. A great deal of work has also been done to prepare for TNReady, and we feel that the work on rigor and content are reflected in the ACT improvement. Millington serves many military students that may move to all parts of the world. It is a priority that they be prepared to transition into any school to be successful. The improvement demonstrated in assessments that are nationally normed and universally recognized is a priority and has been thoroughly addressed in our staff development areas. We continue to provide professional development opportunities for both content area teachers and ACT Prep teachers to ensure the implementation of best practices into their instruction and positively impact student academic achievement.
The reports available in Compass have also been helpful in guiding the school in planning staff development. Specific areas of need in instructional practices are identified using the TEAM Compass report to assist administration with planning and developing professional development activities. The district has monitored and provided the Compass reports through the year to ensure that the administrators, master teachers, and learning coaches are addressing the areas of identified need.

Parent and Family Engagement

Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English learners.

Millington Central High makes a concerted effort to involve parents and make them comfortable when engaging with staff. The goal of the school is to increase parent participation by offering a variety of opportunities and remove any barriers that might contribute to parents being reluctant to go to the school. The school believes that working with families to aid the understanding of the new standards and the opportunities to learn about the new rigor with TNReady has been productive. College and career readiness sessions have had a definite impact on the improved ACT scores. A Parent Engagement Plan has been implemented that includes activities such as curriculum open houses, grade level parent meetings, parent-teacher conferences, understanding TNReady data and ACT reports, and financial aid/FAFSA/TN Promise workshops. English learner families are always included in every parent engagement event in the school. Additional specific events, such as Spanish Night, have also occurred.
One possible way to strengthen parent and community involvement activities and closely align opportunities with student achievement is offering a variety of opportunities for parents. The school has found success by sandwiching parent opportunities that encompass student academic achievement with student performances. The school will continue to work with parents to secure opportunities for participation both during the school day as well as after school to accommodate parents' work schedules. There is a focus on tailoring to parent needs and interests; therefore, parent surveys have been used to gain insight into their needs. There is also a need to address chronic absenteeism. Because there is a strong correlation between regular school attendance and improved student achievement, there will be a focus on the positive effects of regular school attendance at every school function. The district operates a Parent Engagement Center with support and technology available to parents. Parents can participate in online English language instruction, complete FAFSA forms, research college scholarships and any other tech support needed to support their children.

Millington Municipal Schools (798) Public District - FY 2019 - Millington Central High School (798-0130) Public School - School Plan - Rev 0

Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?

A great deal of work has been done to improve the graduation rate and ACT scores. Millington Central High School has demonstrated steady improvement in ACT scores with the composite moving from 17.7 to 18.7 and finally to 19 with the 2017 graduating class. While TNReady has been met with change and challenge, the ACT has become a constant for comparison. The school want the ACT composite and grad rate results to be aligned with each other. While the school has had many students enrolled in AP and Dual enrollment courses that were ready for college, the average student was never at 19. In addition to offering ACT Prep courses for students, after-school tutoring sessions and Saturday ACT Boot Camp sessions were offered with many students taking advantage of the extra assistance. Approximately 45% of the 2016 ACT cohort took advantage of the ACT retake opportunity, and the 2017 cohort had nearly 100% retake with it being offered during the school day. Teacher training, ACT prep courses, tutoring, expanded dual enrollment, AP courses, and the free retake opportunity have all contributed to the improved score. Even though we are pleased with the improvement, ACT will remain an area of focus until the average composite score meets or exceeds the score required for the Hope Lottery Scholarship in Tennessee.

List, in priority order, the top 3-5 areas of needs as identified through the needs assessment. These should be the areas that can be addressed in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

Priority Need	Content/Topic Focus - (such as RLA, math climate, ACT, etc.)	Grade Level Focus - (single grade or range of grades)	Primary Student Focus - (such as all students or subgroup(s))
Academics	RLA, Math, Science, Social Studies	All grades	All subgroups
College and Career Readiness	Improved ACT, EPSOs, Increased Grad Rate	All grades	All subgroups
School Climate	Chronic Absenteeism, Discipline	All grades	All subgroups

Assurance

☑ * The strategies developed and implemented within and through this plan will specifically address the priority needs identified.

Millington Municipal Schools (798) Public District - FY 2019 - Millington Central High School (798-0130) Public School - School Plan - Rev 0

Plan Items ( )

G 1) District-Level: Increased Academic Achievement: Mathematics - **School-Level: Mathematics**

Description:

District-Level: In the 2018-19 school year Millington Municipal Schools will achieve a level 3 TVAAS score or higher and meet AMO targets in all categories.

School-Level: At the end of the 2018-19 school year, Millington Central High School will achieve a level 3 TVAAS score or higher in mathematics and meet AMO targets in all categories.

Performance Measure:

District-Level: 2019 TN Ready results using both TVAAS and targets in grades 2-5, 6-8, HS Math, and all subgroups.

School-Level: 2019 TNReady results using both TVAAS and targets in high school mathematics in all subgroups.

S 1.1) District-Level: Prevention/intervention-Mathematics - **School-Level: Prevention/intervention-Mathematics**

Description:

District-Level: Align systems of intervention with scientifically-based research curriculum, instruction and assessment with the state's academic content standards. .

School-Level: Align systems of intervention with scientifically-based research curriculum, instruction, and assessment with the state's academic content standards.

AS 1.1.1) Implement the RTI2 Process with Fidelity

Description:

Use AimsWeb+ to implement screening, benchmarks, and progress monitoring of intervention efforts; integrate intervention labs as regularly scheduled, credit-bearing classes; provide research-based instructional materials including USATestPrep, Kuta, and Scholastic Math Magazines; provide training with AimsWeb+ for screening and implementing the RTI2 process in mathematics; provide staff development and attendance at High School RTI2 Communities of Practice.

Benchmark Indicator:

Process monitoring results in mathematics

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 1.1.2) Supplemental teachers to provide interventions in mathematics/STEM

Description:

Provide highly qualified content area teachers to deliver research-based interventions to at-risk students as identified by the early warning system (EWS), CASE benchmark assessments, formative assessments, and AimsWeb+.

Benchmark Indicator:

Progress monitoring and formative assessment results in mathematics

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 1.1.3) Target Additional Resources

Description:

Target additional resources including instructional coaches, credit recovery facilitators, after-school tutoring teachers, and a graduation coach to provide additional student instruction and interventions to impact all students with a percentage of allocated time to support mathematics, numeracy, and STEM (Science, Technology, Engineering, Mathematics).

Benchmark Indicator:

Improved student assessment performance in all mathematics and STEM courses. AMOs in mathematics.

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 1.1.4) Provide Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials including but not limited to math manipulatives, Scholastic Math magazines, calculator supplies, Kuta, USATestPrep, and instructional workbooks for mathematics and STEM to support the scientifically research-based curriculum of the district.

Benchmark Indicator:

Improved student assessment performance in all mathematics and STEM courses. AMOs in mathematics.

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 1.1.5) Provide Technology that Impacts Teaching and Learning

Description:

Purchase, support, and maintain instructional software and technology (including ink and supplies) to support mathematics and STEM. Purchase additional document cameras, interactive boards, printers, and/or iPads to provide instruction and practice with technology. Expand student instructional technology assignments at every grade level.

Benchmark Indicator:

Improved student assessment performance in all mathematics. Increased participation in STEM courses.

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

S 1.2) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

Description:

District-Level: Address job embedded professional development needs of the instructional staff in mathematics, Algebra I, II, Geometry and Advanced Placement, as identified by TEAM teacher evaluation, formative and State/LEA assessment results.

School-Level: Address job embedded professional development based on the needs of the instructional staff in mathematics (Algebra I, II, and Geometry), Advanced Placement, and STEM as identified by TEAM teacher evaluation, formative, and

State/LEA assessment results.

AS 1.2.1) Provide high quality continuous professional development

Description:

Provide on-going high quality job-embedded professional development for math teachers (Algebra I, II, Geometry, Advanced Placement, ACT) based on TEAM evaluation results, teacher surveys, formative and interim assessments. Concentrated professional development on standards and and state content and student assessment data and specific professional development in the creation and use of common formative assessments.

Benchmark Indicator:

TEAM evaluation results, 2019 assessment results, and feedback from event evaluations

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 1.2.2) Provide technology training

Description:

Millington Central High School faculty and staff will receive technology training to develop formative assessments, analyze data, and incorporate greater use of technology into class assignments at each grade level.

Benchmark Indicator:

TEAM evaluation results, 2019 assessment results, and feedback from event evaluations

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

S 1.3) District-Level: Instruments to Track Student Progress - **School-Level: Instruments to Track Student Progress**

Description:

District-Level: Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track

individual student progress and inform instruction that is aligned with standards.

School-Level: Use scientifically research-based (screening, diagnostic, and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with standards.

AS 1.3.1) Assessments for benchmark and formative assessments

Description:

Use the online assessment program CASE Assessments to track student progress and mastery of state standards throughout the year. Use CASE to disaggregate the data obtained on benchmark assessments to strategize and drive instruction to improve student achievement. Use A-List to disaggregate the data from ACT practice tests to determine areas of focus to improve student achievement.

Benchmark Indicator:

2019 assessment results and TVAAS accountability progress indicator

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

G 2) District-Level: Increased Academic Achievement: Reading/Language Arts - **School-Level: Reading/Language Arts**

Description:

District-Level: In the 2018-19 school year Millington Municipal Schools will achieve a level 3 TVAAS score or higher and meet AMO targets in all categories.

School-Level: In the 2018-19 school year Millington Central High School will achieve a level 3 TVAAS score or higher in Reading/Language Arts and meet AMO targets in all categories.

Performance Measure:

District-Level: 2019 TN Ready results using both TVAAS and AMO's, in 3-5, 6-8, Language Arts, HS English in all subgroups.

School-Level: 2019 TNReady results using both TVAAS and AMOs in high school English in all subgroups

S 2.1) District-Level: High quality professional development of instructional staff - **School-Level: High quality professional development of instructional staff**

Description:

District-Level: Address job embedded professional development based on the needs of the instructional staff in RLA/English, Mathematics, Science, and Advanced Placement as identified by teacher evaluation and State/LEA assessment results.

School-Level: Address job embedded professional development based on the needs of the instructional staff in RLA/English and Advanced Placement as identified by teacher evaluation and State/LEA assessments results.

AS 2.1.1) Provide high quality continuous professional development

Description:

Provide on-going high quality job-embedded professional development for RLA/English teachers, Advanced Placement, Dual Enrollment, and ACT based on TEAM evaluation results, teacher surveys, and formative and interim assessments. Concentrated professional development on standards and and state content and student assessment data and specific professional development in the creation and use of common formative assessments. PD will include teacher attendance at AP summer institutes and Boosting ACT Scores: Using Data to Integrate Skills in the Classroom.

Benchmark Indicator:

TEAM evaluation results, 2019 assessment results, and feedback from event evaluations

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 2.1.2) Provide technology training

Description:

Millington Central High School faculty and staff will receive technology training to develop formative assessments, analyze data, and incorporate greater use of technology into class assignments at each grade level. Training includes the use of interactive boards, administering CASE assessments and analyzing results, and using MasteryPrep Elements bellringers.

Benchmark Indicator:

TEAM evaluation results, 2019 assessment results, and feedback from event evaluations

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

S 2.2) District-Level: Prevention/intervention-reading - **School-Level: Prevention/intervention-reading**

Description:

District-Level: Provide interventions in scientifically-based research curriculum/instruction and assessment in the state's academic content standards.

School-Level: Provide interventions in scientifically-based research curriculum, instruction, and assessment in the state's academic content standards.

AS 2.2.1) Implement the RTI2 Process with Fidelity

Description:

Use AimsWeb+ to implement screening, benchmarks, and progress monitoring of intervention efforts; integrate intervention labs as regularly scheduled, credit-bearing classes; provide research-based instructional materials including USATestPrep and Scholastic Action Magazines; provide training with AimsWeb+ for screening and implementing the RTI2 process in RLA/English; provide staff development and attendance at High School RTI2 Communities of Practice.

Benchmark Indicator:

Progress monitoring results in RLA/English

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 2.2.2) Supplemental teachers and paraprofessionals to provide interventions in RLA/English

Description:

Provide highly qualified content area teachers to deliver research-based interventions to at-risk students as identified by the early warning system (EWS), CASE benchmark assessments, formative assessments, and AimsWeb+.

Benchmark Indicator:

Progress monitoring and formative assessment results

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 2.2.3) Target Additional Resources

Description:

Target additional resources including instructional coaches, credit recovery facilitators, after-school tutoring teachers, and a graduation coach to provide additional student instruction and interventions to impact all students with a percentage of allocated time to support RLA/English and literacy. Purchase library books, including audiobooks, to increase literacy and raise the interest in reading.

Benchmark Indicator:

Improved student assessment performance in literacy

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 2.2.4) Provide Technology that Impacts Teaching and Learning

Description:

Purchase, support, and maintain instructional software and technology (including ink and supplies) to support literacy. Purchase additional document cameras, interactive boards, printers, and/or iPads to provide instruction and practice with technology. Expand student instructional technology assignments at every grade level.

Benchmark Indicator:

Improved student assessment performance in literacy

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 2.2.5) Provide Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials including but not limited to novel sets, Scholastic Action magazines, USATestPrep, Albert/Learn By Doing AP Prep, and vocabulary and instructional workbooks for RLA/English content, Advanced Placement, Dual Enrollment, and ACT to support the scientifically research-based curriculum of the district.

Benchmark Indicator:

Improved student assessment performance in literacy

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

S 2.3) District-Level: Instruments to Track Student Progress - **School-Level: Instruments to Track Student Progress**

Description:

District-Level: Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with standards.

School-Level: Use scientifically research-based (screening, diagnostic, and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with standards.

AS 2.3.1) Assessments for benchmark and formative assessments

Description:

Use the online assessment program CASE Assessments to track student progress and mastery of state standards throughout the year. Use CASE to disaggregate the data obtained on benchmark assessments to strategize and drive instruction to improve student achievement. Use A-List to disaggregate the data from ACT practice tests to determine areas of focus to improve student achievement.

Benchmark Indicator:

Assessment results and RLA/English TVAAS accountability progress indicator

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

G 3) District-Level: Increased Academic Achievement: Science and Social Studies - **School-Level: Increased Academic Achievement: Science and Social Studies**

Description:

District-Level: For 2018-2019 the district will achieve a level 3 TVAAS score or higher in science and social studies and meet the AMOs in all available categories

School-Level: For 2018-19, the high school will achieve a level 3 TVAAS score or higher in science and social studies and meet AMOs in all available categories.

Performance Measure:

District-Level: 2019 TN Ready TVAAS and on track/ mastery results in science and social studies.

School-Level: 2019 TNReady TVAAS and on track/mastery results in science and social studies

S 3.1) District-Level: Extended learning opportunities - **School-Level: Extended learning opportunities**

Description:

District-Level: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

School-Level: Incorporate appropriate activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement.

AS 3.1.1) Extended learning opportunities beyond the regular school day

Description:

Provide teachers for tutoring and intervention programs beyond the regular school day to provide students with additional instruction to work on attainment of grade level standards in science and social studies.

Benchmark Indicator:

Meet the accountability indicators for science and social studies; ACT scores

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

S 3.2) District-Level: Effective teachers - **School-Level: Effective teachers**

Description:

District-Level: Support all teachers through job embedded professional development activities, mentoring programs, induction programs, etc.

School-Level: Support all teachers through job embedded professional development based on the needs of the instructional staff in science and social studies as identified by teacher evaluation and State assessment results.

AS 3.2.1) Provide high quality continuous professional development

Description:

Provide on-going high quality job-embedded professional development for Social Studies and Science teachers based on TEAM evaluation results, teacher surveys, formative and interim assessments. Concentrated professional development on standards and and state content and student assessment data and specific professional development in the creation and use of common formative assessments. PD will include teacher attendance at AP summer institutes and training for dual credit classes.

Benchmark Indicator:

TEAM evaluation results, 2019 TNReady results, AP results, and feedback from event evaluations

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

S 3.3) District-Level: Targeted interventions - **School-Level: Targeted interventions**

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.

School-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.

AS 3.3.1) Target additional resources

Description:

Target additional resources including instructional coaches, credit recovery facilitators, after-school tutoring teachers, and a

graduation coach to provide additional student instruction and interventions to impact all students with a percentage of allocated time to science and social studies.

Benchmark Indicator:

Improved assessment performance and benchmark targets in all science and social studies courses

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 3.3.2) Instructional and Educational Materials

Description:

Purchase supplemental instructional and educational materials including but not limited to USATestPrep, Albert/Learn By Doing AP Prep, science lab supplies, and instructional workbooks for science and social studies content, Advanced Placement, and ACT to support the scientifically research-based curriculum of the district.

Benchmark Indicator:

2019 TNReady results in on track/mastery and TVAAS

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

G 4) District-Level: College and Career Ready Students - **School-Level: Graduation**

Description:

District-Level: In 2018-19 Millington Municipal Schools will meet their graduation AMO, increase the percentage of students scoring at or above the ACT college benchmarks, and increase the average ACT composite by .3.

School-Level: In 2018-19 Millington Central High School will meet its graduation AMO, increase the percentage of students scoring at or above the ACT college benchmarks on each subtest, increase the percentage of students scoring at or above 21 on the ACT, and increase the average ACT composite by .3.

Performance Measure:

District-Level: The percentage of students who graduate from high school each year 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, English proficiency and status as economically disadvantaged. The average ACT composite and percentage meeting the college readiness benchmarks for the students in the cohort.

School-Level: The percentage of students who graduate from high school each year 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, English proficiency and status as economically disadvantaged. The average ACT composite and percentage meeting the college readiness benchmarks for the students in cohort.

S 4.1) District-Level: Before/after/summer school activities - **School-Level: Before/after/summer school activities**

Description:

District-Level: Incorporate appropriate activities before/after school, during the summer to improve all and SWD student academic achievement by offering additional time to gain conceptual knowledge and earn credits for graduation.

School-Level: Incorporate appropriate activities before school, after school, and during the summer to improve all students academic achievement by offering additional time to gain conceptual knowledge and earn credits for graduation.

AS 4.1.1) Provide ACT workshops, Credit Recovery, mentoring, and instructional intervention and tutoring.

Description:

Provide learning opportunities outside the regular school day/year (including Saturday) for intervention and credit recovery in English, Mathematics, Social Studies, STEM courses, Science, World Language, and other courses required for high school graduation while identifying specific social barriers to graduation and providing interventions. Provide ACT workshops utilizing both high school teachers and outside tutoring agencies including Jane Ross.

Benchmark Indicator:

Progress monitoring, ACT scores, attendance rate, grad rate, and formative assessment results

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

AS 4.1.2) Extended Learning Program and Special Education Tutoring

Description:

Provide teachers during an after-school tutoring program to provide all students with additional instruction and intervention to work on attainment of grade level standards.

Benchmark Indicator:

Grad rate, state assessment results, percentage of special education students promoted

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

S 4.2) District-Level: Instruments to Track Student Progress - **School-Level: Instruments to Track Student Progress**

Description:

District-Level: Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with standards, all students and SWD.

School-Level: Use scientifically based research (screening, diagnostic, and classroom achievement) assessment instruments to track individual student progress, all students and SWD, and inform instruction that is aligned with standards.

AS 4.2.1) Online Assessment and Intervention Program that is aligned to TN Standards

Description:

Use the online assessment program CASE Assessments to track student progress and mastery of state standards throughout the year. Use CASE to disaggregate the data obtained on benchmark assessments to strategize and drive instruction to improve student achievement. Use A-List to disaggregate the data from ACT practice tests to determine areas of focus to improve student achievement. Use USATestPrep for the creation of formative assessments and to track progress and mastery. Teachers will work in PLCs to analyze data and strategize methods to drive instruction and bridge the gaps.

Benchmark Indicator:

Improvement in RLA/English, mathematics, science, and social studies TVAAS and On Track/Mastered rate

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

S 4.3) District-Level: Parent Education Involvement (Reading & Mathematics (STEM) - **School-Level: Parent Education Involvement (Reading & Mathematics/STEM)**

Description:

District-Level: Provide workshops, communications, materials and other training opportunities in reading and mathematics (STEM) for parents/guardians.

School-Level: Provide workshops, communications, materials, and other training opportunities in reading and mathematics/STEM for parent and guardians.

AS 4.3.1) Provide parent communication and support to include training sessions in ACT, RLA, Math, ELL, and STEM content.

Description:

Provide regularly scheduled parent support training/information sessions during times appropriate for families. Provide newsletters, mailed information, and high quality technological communications with an emphasis on quality and time management to parents/guardians. Provide access to technology, internet, and materials for families in our parent center for student support.

Benchmark Indicator:

Student progress monitoring and event feedback forms

Person Responsible:

Audrey Poston

Estimated Completion Date:

5/31/2019

S 4.4) District-Level: Systems of Intervention and Special Education - **School-Level: Systems of Intervention and Special Education**

Description:

District-Level: Align systems of intervention and special education with scientifically-based research curriculum, instruction and assessment and with the state's academic content standards. Monitor progress of SWD in graduation cohort and intervene early providing additional supports where needed. Develop custom transition plans that include current assessment to help design four year plans for SWD that motivate them to complete high school.

School-Level: Align systems of intervention and special education with scientifically research-based curriculum, instruction and assessment and with the state's academic content standards. Monitor progress of SWD in graduation cohort and intervene early providing additional supports where needed. Develop custom transition plans to help design four year plans for SWD that motivate them to complete high school.

AS 4.4.1) Inclusion for students with disabilities

Description:

Provide coursework for SWD that provides the classes and support to earn the required credits to graduate. Provide support as determined by the IEP. Provide additional intervention classes for SWD to support deficits and standards.

Benchmark Indicator:

Student assessment results and improved grad rate for SWD

Person Responsible:

Clint Durley

Estimated Completion Date:

5/31/2019

AS 4.4.2) SPED and Interventions

Description:

Align systems of intervention and special education with scientifically-based research curriculum, instruction and assessment, and with the state's academic content standards. Monitor progress of graduation cohort.

Benchmark Indicator:

State assessment results and grad rate of SWD

Person Responsible:

Clint Durley

Estimated Completion Date:

5/31/2019

AS 4.4.3) Special Education Access

Description:

Provide access for students with disabilities to instructional materials and the school environment.

Benchmark Indicator:

SWD mastery of IEP goals and objectives

Person Responsible:

Clint Durley

Estimated Completion Date:

5/31/2019

S 4.5) District-Level: Professional Development- Improve Student Performance - **School-Level: Professional Development-Improve Student Performance**

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance, EPSO's.

School-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance and Early Post-Secondary Opportunities (EPSOs).

AS 4.5.1) Learning Coach Support

Description:

Provide two effective Learning Coaches to mentor and assist new and struggling classroom teachers in improving instruction and effectiveness.

Benchmark Indicator:

Evaluation composites

Person Responsible:

Clint Durley

Estimated Completion Date:

5/31/2019

AS 4.5.2) New Teacher Support and Mentor Program

Description:

Provide ongoing mentoring by practicing master teachers and learning coaches. Provide ongoing development of new teachers, including summer professional development.

Benchmark Indicator:

10% improvement in the retention rate of effective teachers

Person Responsible:

Clint Durley

Estimated Completion Date:

5/31/2019

AS 4.5.3) Guidance Support and Professional Development

Description:

Provide professional development for counselors, including attending annual conferences, to gain insight into methods for increasing the attendance rate and raising the graduation rate.

Benchmark Indicator:

Improvement in regular school attendance and grad rate

Person Responsible:

Clint Durley

Estimated Completion Date:

5/31/2019

AS 4.5.4) Administrative Professional Development

Description:

Provide professional development for administration, including attending annual conferences and/or the LEAD conference, to gain

insight into best instructional practices and sharpen leadership skills to improve the school culture and community.

Benchmark Indicator:

Teacher retention, improved grad rate, progress monitoring, and feedback/survey results

Person Responsible:

Clint Durley

Estimated Completion Date:

5/31/2019

G 5) District-Level: Safe and Healthy Students - **School-Level: Regular School Attendance**

Description:

District-Level: For 2018-19 school year, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time and ensures that all students have the opportunity to learn

School-Level: Students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensures that all students have the opportunity to learn.

Performance Measure:

District-Level: Millington Muncipal Schools will meet their AMO for chronically out of school for all students and subgroups, and will decrease by at least .3% students suspended out of school, meeting state expectation.

School-Level: Millington Central High School will meet it AMO for chronically out-of-school for all students and subgroups and will decrease the students suspended out-of-school by at least .3%, meeting the state expectation.

S 5.1) District-Level: Data Collection & Analysis - **School-Level: Data Collection & Analysis**

Description:

District-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice and commit to results regularly throughout the year.

School-Level: Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice, and commit to results regularly throughout the year.

AS 5.1.1) Decrease chronic absenteeism

Description:

Action step 1 - Attendance clericals will run a chronic absenteeism report each quarter. Notices will be sent home to parents of

students who are chronically absent each quarter. Action step 2 - Messages will be placed on the district, school, and teacher web pages about the importance of regular school attendance. Messages will be included in all correspondence to parents. Incentives will be developed to support strong attendance. Action step 3 - Administrators will work with parent trainings to include information on the importance of regular school attendance. Action step 4 - Principal/designee will report progress in increasing school attendance to staff and students each quarter.

Benchmark Indicator:

Chronically Out-of-school AMOs

Person Responsible:

Clint Durley

Estimated Completion Date:

5/31/2019

S 5.2) District-Level: Prof Develop- Understand Student Needs - **School-Level: Professional Development-Understanding Student Needs**

Description:

District-Level: Provide ongoing, high quality professional development for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups; limited English proficient students; students with disabilities; economically disadvantaged students.

School-Level: Provide ongoing, high quality professional development for administrators, teachers and other instructional staff to understand the needs and improve results for: racial and ethnic groups, limited English proficient students, students with disabilities, and economically disadvantaged students.

AS 5.2.1) Professional development in the social and emotional well being of students

Description:

Provide professional development for guidance counselors, teachers, staff, and administrators in the social and emotional well being of students including the culture of poverty and discipline strategies to assist in keeping students engaged in learning.

Benchmark Indicator:

Chronic absenteeism AMOs and out-of-school suspension rates

Person Responsible:

Clint Durley

Estimated Completion Date:

5/31/2019

S 5.3) District-Level: Behavioral interventions and supports - **School-Level: Behavioral interventions and supports**

Description:

District-Level: Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.

School-Level: Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.

AS 5.3.1) Mentoring for students

Description:

Provide adult mentoring for at-risk students and positive behavior intervention supports.

Benchmark Indicator:

Reduction in number of discipline referrals by 3%

Person Responsible:

Clint Durley

Estimated Completion Date:

5/31/2019

Millington Municipal Schools (798) Public District - FY 2019 - Millington Central High School (798-0130) Public School - School Plan - Rev 0

	Required Items [Expand All] [Collapse All]	Component Met
1)	**Opportunities for All Students** Describe how strategies will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards. **Explanation** The administration of Millington Central High School has focused all professional development assigned by the school to be directly related to school data and strategies for improving performance on state standardized tests (TNReady and ACT). 1) After-school tutoring is offered for all tested subject areas. 2) Compass Learning Credit Recovery is offered after school and during the summer. 3) A graduation cohort identifies and designs an individualized program for at-risk students. 4) Special education teachers assist special education students in preparing for success after graduation. 5) Teachers are utilizing USATestPrep, MasteryPrep Elements for ACT, CASE benchmark assessments, and the state practice tools to prepare MCHS students for TNReady and ACT. 6) An extended learning program has been implemented. 7) Provide English and Math/STEM Professional Development / Data Analysis. 8) Provide high quality, on-going Professional Development for instructional staff. The expansion and improvement of computer labs, additional laptops, additional iPads, additional interactive boards, and the future 1:1 initiative will increase the technology strategies for instruction, assessment, and communication for all students and staff members.	☑
2)	**Strengthening Academics** Describe how the school will use methods and instructional practices that strengthen the academic program in the school. **Explanation** School leadership has worked with staff to improve refinement areas of classroom observations and made some staff changes. COMPASS refinement and reinforcement reports and student assessment results have been used to address and plan professional development based on the needs of the instructional staff. All PD focuses on changing or incorporating instructional practices that result in improved student performance. The school will provide an approved screening and progress monitoring tool for students and research-based instructional materials for use with RTI2 and interventions. Alignment of systems of intervention and special education will occur by providing coursework that provides the classes and support to earn the required credits to graduate. The school will expand student instructional technology assignments at every grade level. Appropriate activities before/after school and during the summer will be incorporated to improve student academic achievement by offering additional time to gain conceptual knowledge and earn credits for graduation. Benchmark assessments aligned to the state standards will be administered with the results and data analyzed to guide and inform instruction.	☑

3) **Quality Learning**

Describe how the school will increase the amount and quality of learning time.

Explanation

Millington Central High School recognizes the need to increase the amount and quality of learning time and will employ various efforts to do so. The school is working to decrease class size by hiring additional highly qualified teachers. Smaller teacher to student ratios will increase the amount of time students can actively engage with each other, decrease disruptive behavior, and increase the amount of time teachers can work with individual students. An additional result of this is incorporating math labs into the schedule so that struggling students receive supplemental instruction in addition to their regular math class. Recognizing that chronic absenteeism is a problem in the school, a plan has been implemented to decrease the amount of time students are absent. Because many of our students have been impacted by Adverse Childhood Experiences, school staff has also been and will continue to be trained in providing necessary supports in the classroom, thus decreasing classroom disruptions and suspensions. This will be the third year operating on the block schedule which has increased the allocated time in a class period providing more opportunity to learn with fewer interruptions and less transition time. Results from classroom observations are used to plan PD and ensure that teachers use highly interactive instructional styles that lead to greater amounts of engaged and on-task time for students, thus increasing student learning and the quality of learning time.

4) **Well-rounded Education**

Describe how the school will provide an enriched and accelerated curriculum to ensure that students have access to a well-rounded education.

Explanation

Millington Central High School's mission is to ensure that students are college and career ready by providing them with as many experiences and college/technical credits (EPSOs) as possible prior to graduating. In addition to the standard high school course offerings and requirements, the school is working to expand its elective options. Implementing the block schedule has allowed students to include more electives into their schedule and enhanced their ability to strengthen their focus area. Understanding that many of our students will not enroll in a traditional post-secondary institution, the school continues to develop CTE offerings that mirror the needs of the job market. Construction Core has been added which offers the students the opportunity to learn and experience a variety of jobs needed in the building trades industry. CTE offerings have expanded to include Health Science and Mechanical, Electrical and Plumbing (MEP). The school is expanding Industry Certification opportunities in the areas of MEP, Automotive Repair, Health Science, CAD, and Information Technology. Two teachers and a guidance counselor have been trained in Work Based Learning. Additional training will occur for further expansion in 2018-19. The school has also increased the opportunity for students to earn college credits while in high school by offering a dual enrollment course with the University of Memphis in both English and Math and a dual credit opportunity in World History and Geography. There is an on-going effort to offer even more college level dual enrollment courses that better meet the needs of our students. TCAT Dual Credit is offered in the following CTE

programs: Architecture and Construction, Human Resources, Information Technology, and Transportation. Advanced Placement courses are also offered where students have the opportunity to test and score high enough to earn college credit. AP course offerings are changed as needed to better meet the needs and interests of college bound students.

5) **At-Risk Students**

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

Explanation

Millington Central High School has developed a tool to identify students who may be at risk due to grades, behavior, attendance, or other issues that impact their performance at school. These students, with parent permission, are assigned a mentor. Above and beyond differentiation in classroom instruction, Tier II and Tier III students receive additional intervention and instruction. Students are instructed in small groups in which they focus on deficit areas. Additionally, students struggling in math, other than those identified as Tier II or III, receive supplemental small group instruction in a math lab where state standards are reinforced. Teachers utilize on-going student data to drive instruction. Struggling students receive one-on-one tutoring during the school day and after school. Individual student needs are identified through on-going data assessment and school level benchmark tests. School leadership and staff analyze data in the targeted areas of the comprehensive school improvement plan and regularly compare levels of student performance to evaluate the degree of expected impact on classroom practice. This is a requirement of all certified staff to be conducted during PLC meetings. The focus of all PLC meetings is student performance based on formative and summative assessments with discussion to analyze data in the targeted areas and to compare levels of student performance to evaluate the degree of expected impact on classroom practice.

School-wide Budget

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Is the school consolidating funds in the school-wide pool from various sources in support of the Title I school-wide plan?

No

If no, enter the Title I school allocation (must equal the amount identified in the district Consolidated Funding Application) and upload the Title I school budget in the Related Documents section of this school's plan.

If yes, identify the funding sources contributing to the Title I School-wide pool. Upload a copy of the Title I School-wide Pool section of the district's Consolidated Funding Application in the Related Documents section of this school's plan. - (To obtain a copy of the School-wide Pool section, have a district Consolidated application user click the word "Print" across from the School-wide Pool section located on the Sections page in the Consolidated Funding Application and save the document as a PDF.)

- ☐ Title I, Part A
- ☐ Title II
- ☐ Title III
- ☐ Title IV
- ☐ Title V, RLIS
- ☐ Title V, SRSA
- ☐ Carl Perkins
- ☐ IDEA
- ☐ State/Local
- ☐ Other - (Specify)

School Plan Related Documents

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Optional Documents		
Type	**Document Template**	**Document/Link**
(School Plan) Additional Supporting Documents	N/A	
(School Plan CFA) School-wide Budget for SW Schools [Upload up to 1 document(s)]	N/A	MCHS SW Budget

School Plan Checklist

Millington Municipal Schools (798) Public District - FY 2019 - Millington Central High School (798-0130) Public School - School Plan - Rev 0

Checklist Description (Collapse All Expand All)

1. School Plan - Planning Team		OK	Virginia Rodgers	9/28/2018 8:35:10 AM
1. School planning team represents the school's stakeholders including teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel, and parents of students. Stakeholders are identified with full name and title.				
2. School provided a description of how all required stakeholders are engaged in the planning process in both the plan development and its continuous review and update.				
2. Needs Assessment - Academic Data Guiding Questions (Elementary and Middle Grades)		Not Applicable	Virginia Rodgers	9/28/2018 8:35:10 AM
1. Reading/Language Arts data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).				
2. Mathematics data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).				
3. Science data has been analyzed and the school has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).				
4. Other K-8 academic data has been analyzed and the school has: - (i) summarized progress and challenges in this content area and (ii) identified root causes of progress and challenges.				
3. Needs Assessment - Academic Data Guiding Questions (High School)		OK	Virginia Rodgers	9/28/2018 8:35:10 AM
1. English data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).				
2. Algebra data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root				

	causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).			
	3. Biology data has been analyzed and the LEA has: - (i) summarized progress and challenges in this content area, (ii) identified root causes of progress and challenges, (iii) addressed all racial/ethnic subgroups that have data, and (iv) addressed all subgroups that have data (SWD, EL, ED, BHN).			
	4. Other high school academic data has been analyzed and the school has: - (i) summarized progress and challenges in this content area and (ii) identified root causes of progress and challenges.			
	4. Needs Assessment - College/Career Readiness Data Guiding Questions	OK	Virginia Rodgers	9/28/2018 8:35:10 AM
	1. The school has provided a summary of the progress and challenges experienced related to the district's ACT scores. The response: - (i) aligned with the ACT data provided and (ii) addressed the change in data across years.			
	2. School analyzed Graduation Rate data and provided a summary of progress and challenges, identifying underlying reasons for each.			
	5. Needs Assessment - School Climate & Culture Guiding Questions	OK	Virginia Rodgers	9/28/2018 8:35:10 AM
	1. The school has provided a summary of its progress and challenges with student attendance and chronic absenteeism and includes specific steps to be taken if chronic absenteeism rates exceed 10% overall, by school, grade level or subgroup.			
	2. The school has provided a summary of its progress and challenges with student discipline and has provided information regarding steps to be taken to reduce lost instructional time and/or disparate impact if out of school suspension and expulsion rates exceed the state average.			
	3. The school has summarized the progress and challenges faced in providing safe, supportive, and healthy learning environments for students and has identified steps to be taken to address challenges.			
	6. Needs Assessment - Human Capital Data	OK	Virginia Rodgers	9/28/2018 8:35:10 AM
	1. The school entered three years of data in the Staff Characteristics data table.			
	2. The school has described how new teachers are provided support and growth opportunities.			
	3. The school has described the effective teachers are provided incentives and opportunities for growth in order to increase retention rates.			
	4. The school has described the procedures that are in place to identify the distribution of ineffective, inexperienced, and out-of-field teachers to low income and minority students.			

	5. The school has described the steps that will be taken to address disparities in the distribution of ineffective, inexperienced, and out-of-field teachers among low income and minority students, once identified.			
−	**7. Needs Assessment - Additional Areas Guiding Questions**	OK	Virginia Rodgers	9/28/2018 8:35:10 AM
	1. The school has provided a summary of the progress it has made in implementing RTI2 across ALL grades and has identified the strengths and weaknesses evidenced along with actions needed.			
	2. The school has described the level of access to technology that all students have and the level of integration of technology into the instructional program. The description identifies areas of strength and weakness as well as root causes and actions needed.			
	3. The school has provided a summary of the professional development activities conducted in the prior year and how effectiveness was measured.			
	4. The school has identified the focus for professional development for the upcoming school year and how the professional development activities will build the capacity of school-level leaders (teachers, principals, and other school leaders) in order to positively impact student achievement.			
	5. The school has provided a summary of the parent and family engagement activities implemented in the prior year and how the effectiveness of those activities was measured concerning student academic achievement.			
	6. The school has provided a description of the planned parent and family engagement activities to be provided in the coming school year and effectively described how these activities are meaningful and aligned with student academic achievement. - (i) If the school has English learners, the response must also include information regarding the specific parent and family engagement activities focused on parents and families of English learners.			
−	**8. Needs Assessment - Summary**	OK	Virginia Rodgers	9/28/2018 8:35:10 AM
	1. The school has provided a prioritized list of 3-5 needs to be addressed in the upcoming school year.			
	2. The priority needs identified are aligned to the summary of data and the analysis provided within the needs assessment.			
	3. The school has provided the content/topic focus, grade level focus and primary student focus for each priority need.			
−	**9. Prioritized Goals and Strategies - Goals**	OK	Virginia Rodgers	9/28/2018 8:35:10 AM
	1. School goals are aligned with the LEA goals. (i.e. when school extended the LEA goal, the school's goal title is aligned with the LEA goal title)			
	2. School goals descriptions are based on the school's needs within that goal. (i.e. the school AMOs were included and did not just duplicate the LEA AMOs)			

	3. Goals are aligned with prioritized list of needs.			
	4. Identified goals are specific, measurable, ambitious, relevant, and time-bound.			
−	**10. Prioritized Goals and Strategies - Strategies**	OK	Virginia Rodgers	9/28/2018 8:35:10 AM
	1. Each strategy describes the specific change in practice necessary to meet the related goal.			
	2. Each strategy is aligned to the goal it is intended to meet.			
	3. Each strategy is research-based.			
−	**11. Prioritized Goals and Strategies - Action Steps**	OK	Virginia Rodgers	9/28/2018 8:35:10 AM
	1. The action step descriptions are clearly stated and specific.			
	2. In conjunction with the strategy, the action steps answer the five W's: Who, What, Where, When and Why.			
	3. The benchmark is described.			
	4. The person responsible is populated and is the appropriate individual for this action step.			
	5. The estimated date of completion is realistic and aligns with other activities to allow district to reach goals. (NOTE: all Action Steps do not all have an end of school year date.)			
	6. The action steps are appropriate and aligned to the goals and strategies.			
−	**12. Component Relationships - Title I Schools Only**	OK	Virginia Rodgers	9/28/2018 8:35:10 AM
	1. Component relationships are made for appropriate action steps.			
	2. All components have both a component relationship and a narrative response describing how the plan component requirement has been met.			
	3. The school has entered the school Title I allocation and uploaded the Title I school-level budget to Related Documents.			
	4. SW Pool Schools: The school, if consolidating funds, has identified the funds included in the school-wide pool and uploaded the school-wide pool section of the CFA to Related Documents.			
	5. TA Schools: The school has agreed to the TA Assurances.			