

Millington Central Middle High School Annual Plan (2023 - 2024)

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[G 1] Improve K-12 Math performance

Through the implementation of new high quality instructional materials (HQIM), stronger utilization of the instructional focus documents, and a stronger support of Tier I instruction, we will see improvement in teacher practice, daily student work expectations, and student outcomes in math. We have a high number of students in the below and approaching expectations groups for math with all and subgroup categories. We fall below the achievement of comparable districts and the state average. This points to a need of support for teachers in increasing the rigor and differentiating instruction to best assess and group students to meet their academic needs and grow them. Tailored professional development using the newly adopted HQIM is needed to best support each teacher, both regular education and special education, with their instructional needs.

Performance Measure

Meet or exceed the district AMO for numeracy.

Increase the percentage of students who Meet or Exceed Expectations to 22%% for grades 7-8.

Increase the percentage of students who Meet or Exceed Expectations to 19% for grades 9-12.

Increase the percentage of BHN students who Meet or Exceed Expectations to 16% for grades 7-8.

Increase the percentage of ED students who Meet or Exceed Expectations to 11% for grades 7-8.

Increase the percentage of SWD who Meet or Exceed Expectations to 5% for grades 7-8.

Increase the percentage of SWD who Meet or Exceed Expectations to 8% for grades 9-12.

Increase the percentage of BHN students who Meet or Exceed Expectations to 14% for grades 9-12.

Increase the percentage of ED students who Meet or Exceed Expectations to 12% for grades 9-12.

Decrease the percentage of students in all grades who are below the 25th percentile in national norms.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| [S 1.1] Implementation of High-Quality Instructional Materials (HQIM) and Implementation Support with Instruction Partners To ensure all students have access to the instructional resources and practices needed to master grade level standards, the school will adopt and implement high-quality math curriculum and | [A 1.1.1] Increase Rigor and Instruction In order to increase rigor and instruction in math, the teachers will meet in PLC's in which they will plan collaboratively, plan CFAs, and discuss best practices. Administrators will perform unofficial walkthroughs and provide feedback in areas of reinforcement and areas of refinement. This year | Janet Pyland, Michael Perry, Chasity Guy | 05/17/2024 | | |

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| <p>incorporate additional resources provided by the state including support from Instruction Partners through the Math Implementation Support Grant. The school will utilize the TN Blueprints to ensure that appropriate focus is placed on the major work of the grade. Teachers and leaders will receive support with the adopted curriculum as well as in the use of instructional focus documents. We will also incorporate support from the vendor Instruction Partners through the Math Implementation Support Grant.</p> <p>Benchmark Indicator</p> <p>*District and school structures – *The school will provide structures of professional development through the use of district PD plans and school PD plans to strengthen practice throughout the school year. Principals and instructional supervisors monitor implementation of PD plans for consistency and quality and inform next steps to ensure continuous improvement. Data from surveys will be collected after each PD opportunity to further guide and provide support toward continuous improvement.</p> <p>*Instructional practice that aligns to the instructional shifts* – Improvements to instructional practice will be collected and analyzed by observational rounds in the classroom. Principal, facilitator, and Instruction Partners observations will be used to monitor trends which will inform additional learning needs to address and improve upon throughout the year.</p> <p>*Teacher knowledge of characteristics of instructional materials and how they support instruction of state standards* - Principal, facilitator, and Instruction Partners walkthroughs using the instructional practice guide will be used to monitor implementation and trends which will inform additional learning needs to address and improve upon throughout the year.</p> | <p>we have adopted and will be implementing the McGraw Hill math curriculum.</p> | | | | |
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| <p>*School provided opportunities through scheduled common planning and/or designated time for PLCs* - MCMHS has a plan for teachers to collaborate weekly through common planning and/or PLCs. Collaborative planning will be scheduled by subject area. Building administrators will monitor collaborative meetings for consistency and quality monthly, and district supervisors will visit sessions at least quarterly throughout the school year.</p> <p>*Student work aligns to the expectations of the standards* - Benchmark assessments and student work collected align to the expectations of the standards. Student work and assessments should indicate that students are able to successfully complete tasks that align to the standards and indicate if students are meeting the expectations of the standards. Improvement should occur from one benchmark assessment to the next with an increase in the number of students projected to reach the Meet or Exceed Expectations levels.</p> | | | | | |
| | <p>[A 1.1.2] Professional Development This year, MCMHS will begin implementing the newly adopted math curriculum. We will continue our partnership with the Instructional Partnership for Math. MCMHS will partner with Instruction Partners to assess needs and help develop PD opportunities to address concerns in school trend data. They will continue to perform walkthroughs, meet with school leaders, and give feedback on improving instruction and proper implementation of the new curriculum. Professional development plans will be created so that educators can effectively implement and strengthen areas to support effective instructional strategies to improve student achievement.</p> <p>Title 1 facilitator will research a professional development math conference for math teachers to</p> | Chasity Guy | 05/17/2024 | | |

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| | attend to improve instruction and instruction implementation. | | | | |
| | <p>[A 1.1.3] Benchmark Data Dig Teachers will administer benchmark assessments based on a district calendar. Data digs will be conducted by all tested subjects following each benchmark assessment. Data will be disaggregated to determine mastery of standards, strengths, and areas in need of improvement. Data digs will include an item and standards analysis as well as delving into the depth of knowledge of each item. Results will be used for planning and to drive instruction.</p> | Janet Pyland | 05/17/2024 | | |
| <p>[S 1.2] High Dosage Low Ratio Tutoring Continue to implement a support program that dramatically increases the amount of learning time students have access to helping to mitigate learning loss and accelerate student achievement.</p> <p>Benchmark Indicator *Students are able to successfully complete tasks that align to their individual deficits *- Progress monitoring and formative assessment results will be reviewed at our school midway through each quarter and at the end of each quarter. Instructional facilitators and teachers will meet to review this data and make any needed adjustments for individual students and/or intervention groups.</p> <p>*Student work aligns to the expectations of the standards* - Benchmark assessments and student work collected align to the expectations of the standards. Student work and assessments should indicate that students are able to successfully complete tasks that align to the standards and indicate if students are meeting the expectations of the standards. A decrease in the number of students in need of additional intervention/instruction should occur.</p> <p>*District and school structures* - Weekly progress</p> | <p>[A 1.2.1] High dosage low frequency tutoring Teachers are required to tutor at least one hour per week. Their tutoring hours are collected through the instructional facilitator, organized in a document, and posted on the school website.</p> | Michael Perry, Chasity Guy | 05/17/2024 | | |

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| monitoring after the initial benchmark is administered. Perform the state required number of fidelity checks to ensure programs are implemented with fidelity. RTI teams will meet every 4.5 weeks to discuss student data and make adjustments based on student progress. | | | | | |
| | [A 1.2.2] Middle School Work Session To help our middle school students stay on track and reduce the amount of makeup work, we schedule Wednesday work sessions for students missing assignments during each quarter. During this time students are given the opportunity to receive help on standards not mastered and also help on assignments they may be struggling with. | Sharon Harris | 05/17/2024 | | |
| | [A 1.2.3] Intervention As a school we align systems of intervention with scientifically based research curriculum, instruction, and assessment with the state's academic content standards. We provide an approved universal screener program and progress monitoring tool that will enable teachers to provide a targeted learning path for students in need of intervention. Screener assessments and/or Early Warning Systems will be utilized to determine deficits and tier levels for individual students. Structured intervention time will provide additional skill-specific instruction and ensure students practice skills that allow them to access their core Tier I instruction. Tier I instructional time will be protected to support students in gaining standard mastery and growth. We have adopted and will be implementing the McGraw Hill math curriculum this year. This curriculum also comes with an adaptive learning program called ALEKS which will be utilized as well. Students in grades 7-8 are all assigned intervention time during 1st period , the longest period of the day. High school students receive intervention, if | Chasity Guy | 05/17/2024 | | |

| | necessary, during a lab period. Both groups will utilize the iReady intervention program. | | | | |
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| <p>[G 2] Improve K-12 Literacy performance</p> <p>Through the continued implementation of high quality instructional materials (HQIM) and a stronger support of Tier I instruction, we will see improvement in teacher practice, daily student work expectations, and student literacy outcomes. We have a high number of students in the below and approaching expectations groups for ELA with all and subgroup categories. We fall below the achievement of comparable districts and the state average. This points to a need of support for teachers in increasing the rigor and differentiating instruction to best assess and group students to meet their academic needs and grow them. Tailored professional development is needed to best support each teacher, both regular education and special education, with their instructional needs.</p> <p>Performance Measure</p> <p>Meet or exceed the district AMO for literacy.</p> <p>Increase the percentage of students who Meet or Exceed Expectations to 22% for grades 7-8.</p> <p>Increase the percentage of students who Meet or Exceed Expectations to 37% for grades 9-12.</p> <p>Increase the percentage of BHN students who Meet or Exceed Expectations to 17% for grades 7-8.</p> <p>Increase the percentage of SWD who Meet or Exceed Expectations to 24% for grades 7-8.</p> <p>Increase the percentage of SWD who Meet or Exceed Expectations to 13% for grades 9-12.</p> <p>Increase the percentage of BHN students who Meet or Exceed Expectations to 27% for grades 9-12.</p> <p>Increase the percentage of ED students who Meet or Exceed Expectations to 24% for grades 9-12.</p> <p>Decrease the percentage of students in all grades who are below the 25th percentile in national norms.</p> | | | | | |
| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
| <p>[S 2.1] Continue the implementation and deepen the understanding of ELA HQIM</p> <p>To ensure all students have access to the instructional resources and practices needed to master grade level standards, we will continue the implementation of high-quality literacy curriculum and incorporate additional literacy resources provided by the state. The district will utilize the TN Blueprints to ensure that appropriate focus is placed on the major work of the grade. Teachers and leaders will continue to receive support with</p> | <p>[A 2.1.1] Program and Instruction Implementation</p> <p>Teachers will use the SAVAAS curriculum exclusively for the 2023-2024 school year. Time will be provided to create pacing guides and unit plans using the print and online version of the textbooks. Administrators will conduct walkthroughs to ensure the curriculum is used with fidelity. Teachers will be given common planning time to have time to meet in their PLCs on a regular basis. Whole departments will meet</p> | Janet Pyland | 05/17/2024 | | |

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| <p>the adopted curriculum as well as the state provided resources to strengthen literacy knowledge and instruction.</p> <p>Benchmark Indicator</p> <p>*District and school structures – *The school will provide structures of professional development through the use of district PD plans and school PD plans to strengthen practice throughout the school year. Principals and instructional supervisors monitor implementation of PD plans for consistency and quality and inform next steps to ensure continuous improvement. Data from surveys will be collected after each PD opportunity to further guide and provide support toward continuous improvement.</p> <p>*Instructional practice that aligns to the instructional shifts* – Improvements to instructional practice will be collected and analyzed by observational rounds in the classroom. Principal and facilitator observations will be used to monitor trends which will inform additional learning needs to address and improve upon throughout the year.</p> <p>*Teacher knowledge of characteristics of instructional materials and how they support instruction of state standards* - Principal, facilitator, and coach walkthroughs using the instructional practice guide will be used to monitor implementation and trends which will inform additional learning needs to address and improve upon throughout the year.</p> <p>*School provided opportunities through scheduled common planning and/or designated time for PLCs* - Schools have a plan for teachers to collaborate weekly through common planning and/or PLCs. Collaborative planning will be scheduled by subject area at the middle/high schools. Building administrators will monitor collaborative meetings for consistency and quality</p> | <p>monthly as well. Quill, a grammar program, will be purchased for all ELA teachers to use in addition to their curriculum. Teachers will also have access to a plagiarism program called Turnitin which assist teachers in guiding students to higher-quality academic writing. Teachers will implement vertical alignment in writing which will address common misconceptions, gaps in learning, and depth of standards requirements. Benchmarks will be administered quarterly. After each benchmark test, the teachers will participate in data digs to create plans for reteaching and increasing the rigor in the classrooms.</p> <p>Middle school has 60 minutes of intervention daily. In intervention, which is sectioned by tiers, students use the enrichment program iReady, which has a reading component.</p> | | | | |
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| <p>monthly, and district supervisors will visit sessions at least quarterly throughout the school year.</p> <p>*Student work aligns to the expectations of the standards* - Benchmark assessments and student work collected align to the expectations of the standards. Student work and assessments should indicate that students are able to successfully complete tasks that align to the standards and indicate if students are meeting the expectations of the standards. Improvement should occur from one benchmark assessment to the next with an increase in the number of students projected to reach the Meet or Exceed Expectations levels.</p> | | | | | |
| | <p>[A 2.1.2] Professional Development This year, MCMHS will begin implementing the Ditto Literacy intervention curriculum through the All Memphis Program on the middle school level. Interventionists will be required to get 40 hours of PD, 16 of which are pre-implementation and 24 of which are aimed at supporting foundational literacy content knowledge, practicing key components of lessons, and determining common student gaps. Mentors will perform walkthroughs, meet with school leaders, and give feedback on improving instruction and proper implementation of the program. Further professional development plans will be created so that educators can effectively implement and strengthen areas to support effective instructional strategies to improve student achievement.</p> | Christina Wilkerson | 05/17/2024 | | |
| | <p>[A 2.1.3] Benchmark Data Dig Teachers will administer benchmark assessments based on a district calendar. Data digs will be conducted by all tested subjects following each benchmark assessment. Data will be disaggregated to determine mastery of standards, strengths, and areas in need of improvement. Data digs will include an item and standards analysis as well as delving into the depth of knowledge of each</p> | Janet Pyland | 05/17/2024 | | |

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| | item. Results will be used for planning and to drive instruction. | | | | |
| <p>[S 2.2] High Dosage Low Ratio Tutoring Continue to implement a support program that dramatically increases the amount of learning time students have access to helping to mitigate learning loss and accelerate student achievement.</p> <p>Benchmark Indicator *Students are able to successfully complete tasks that align to their individual deficits *- Progress monitoring and formative assessment results will be reviewed at each school midway through each quarter and at the end of each quarter. Instructional facilitators and teachers will meet to review this data and make any needed adjustments for individual students and/or intervention groups.</p> <p>*Student work aligns to the expectations of the standards* - Benchmark assessments and student work collected align to the expectations of the standards. Student work and assessments should indicate that students are able to successfully complete tasks that align to the standards and indicate if students are meeting the expectations of the standards. A decrease in the number of students in need of additional intervention/instruction should occur.</p> <p>*District and school structures* - Weekly progress monitoring after the initial benchmark is administered. Perform the state required number of fidelity checks to ensure programs are implemented with fidelity. RTI teams will meet every 4.5 weeks to discuss student data and make adjustments based on student progress.</p> | <p>[A 2.2.1] Tutoring Teachers are required to tutor at least one hour per week. Their tutoring hours are collected through the instructional facilitator, organized in a document, and posted on the school website.</p> | Chasity Guy | 05/17/2024 | | |
| | <p>[A 2.2.2] Middle School Work Session To help our middle school students stay on track and reduce the amount of makeup work, we schedule Wednesday work sessions for students missing assignments during each quarter. During</p> | Sharon Harris | 05/17/2024 | | |

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| | this time the students can receive additional help on standards that have not been mastered and assignments they may be struggling to complete. | | | | |
| | <p>[A 2.2.3] Intervention As a school we will align systems of intervention with scientifically based research curriculum, instruction, and assessment with the state's academic content standards. We will provide an approved universal screener program and progress monitoring tool that will enable teachers to provide a targeted learning path for students in need of intervention. Screener assessments and/or Early Warning Systems will be utilized to determine deficits and tier levels for individual students. Structured intervention time will provide additional skill-specific instruction and ensure students practice skills that allow them to access their core Tier I instruction. Tier I instructional time will be protected to support students in gaining standard mastery and growth.</p> <p>Students in grades 7-8 are all assigned intervention time during 1st period , the longest period of the day. High school students receive intervention, if necessary, during a lab period.</p> <p>Ditto Literacy Curriculum through All Memphis will be implemented in all middle school reading intervention classes.</p> | Chasity Guy | 05/17/2024 | | |
| <p>[G 3] Decrease Chronic Absenteeism Millington Municipal Schools has determined, and research supports that students who are not available for instruction due to chronic absenteeism do not perform to their potential and are retained at a higher rate than students who attend school regularly. Attendance is a key factor in student achievement. The focus during the 2023-24 school year will be on decreasing the percentage of absences, both excused and unexcused.</p> <p>Performance Measure Decrease chronic absenteeism to below 20%.</p> | | | | | |
| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |

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| <p>[S 3.1] Student Transfers Millington Municipal Schools encompasses the areas within the corporate limits of the City of Millington and the Millington Annexation Reserve Area. Considering the limitations of that area, MMSD allows families to apply for an out-of-district (ODT) transfer or shared residency in order to enroll their children. Because of the number of ODT students who are considered chronically absent, policy revisions are in order. To ensure that student transfers are in compliance with the district attendance policy, transfer policies will be revised, and stricter guidelines implemented in an effort to combat chronic absenteeism within our school.</p> <p>Benchmark Indicator *Structures and supports check - *We will ensure that each transfer policy and/or guideline is adhered to restricting chronically absent students from re-enrolling. ODT will be accepted during an annual enrollment period. All applications received after open enrollment will be considered on a case by case basis.</p> | <p>[A 3.1.1] Out of District Transfer MCMHS is adhering to the districts updated out of district policy. Ms. Hale, our attendance assistant principal, keeps record of truancy and discipline to be reviewed at the end of the year for consideration for readmittance.</p> | Michael Perry, Beth Hale | 05/17/2024 | | |
| | <p>[A 3.1.2] Social Worker This year we have added a second social worker whose primary focus is the middle school. She will work closely with the attendance office to track middle school attendance and flag students who are truant or in danger of being truant and contacting their families.</p> | LaTesa Douglas, Beth Hale | 05/17/2024 | | |
| <p>[S 3.2] Truancy Millington Schools follows a Progressive Truancy Plan prior to referral to juvenile court. The truancy plan applies to all students within the district and includes schoolwide prevention-oriented supports to assist with satisfactory attendance.</p> <p>Benchmark Indicator *Consistency in truancy meetings and attendance committee meetings*** **– Timely submissions of truancy meeting documentation to the director of</p> | <p>[A 3.2.1] Attendance Tracking Teachers will track attendance in every class. When a student has missed class 3 times, the teacher will contact the parent to make contact and to see why the student is missing. If the same student misses again, the teacher will inform the administrator of attendance to set up an attendance meeting to intervene and create a plan for attending school.</p> | Beth Hale, Chasity Guy, Michael Perry | 05/17/2024 | | |

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| <p>student services will ensure meetings are occurring with regularity and fidelity. Documentation of quarterly committee meetings will ensure collaborations are taking place and that strategies and interventions as well as barriers to regular attendance are being identified. Quarterly incentives taking place at each school will ensure that supports are in place.</p> <p>*Structures and supports check - *We will ensure that each school implements the purchased data analytics systems to track and monitor absenteeism. School administrators and district personnel will review absenteeism, tardies, and early check outs, including both excused and unexcused, for each grade level and subgroup.</p> | | | | | |
| | <p>[A 3.2.2] Graduation Coach There is a Graduation Coach in place that works closely with guidance and attendance to intervene with at-risk students, which includes at risk for truancy, behavior, and academics. Often attendance is impacted by a family's belief in the importance of education.</p> | Jewel Gates | 05/17/2024 | | |
| | <p>[A 3.2.3] Social Worker This year we have added a second social worker whose primary focus is the middle school. She will work closely with the attendance office to track middle school attendance and flag students who are truant or in danger of being truant and contact their families.</p> | LaTesa Douglas | 05/17/2024 | | |
| | <p>[A 3.2.4] Student Support Specialist Our student support specialist has initiated an attendance based incentive for our middle school students in hopes of increasing attendance. There are incentives planned that will take place throughout the course of the year on both the middle and high school level. Each quarter will focus on a different grade band with 4th quarter focusing on seniors to encourage them to finish the year with good attendance.</p> | Mishala Holmes | 05/17/2024 | | |

[G 4] Post-Secondary Readiness

Millington Municipal Schools' goal is for all students to graduate from high school as Ready Graduates. MMSD will focus on improving the graduation rate, the percentage of students scoring at or above a 21 on the ACT, and the number of EPSOs and industry certifications completed**. **

Due to the 2023 grad rate of 84.8%, we adjusted our new goal to 88%.

Performance Measure

Graduation Rate - Increase the percentage of students who graduate with a regular diploma to 88%. Increase the percentage of SWD who graduate to 60%.

Drop-out Rate - Decrease the percentage of students who drop out of school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged to below 10%.

ACT Scores - Increase the percentage of students who meet the ACT college readiness benchmark to 36%.

EPSOs- Increase the number of EPSOs per student

CTE - Increase number of industry certifications in the CTE program

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| [S 4.1] Innovative School Models Millington** **Municipal Schools will work to ensure students are ready for the workforce of today and tomorrow. We are aimed at building readiness and preparing students for success after high school regardless of the path they choose. We want our students to be problem-solvers, college ready, career ready, and life ready. Through reimagining the high school experience, we will be more strategic in engaging both middle and high school students in career exploration in the highest-demand skills and careers. Benchmark Indicator *Structures and supports check - *Maintain and monitor records of test results which meet college readiness benchmarks and review for progress toward meeting the district goal. Increase counseling visits and scheduled advisement periods to inform students on criteria, benefits, and challenges of industry certifications and WBL to | [A 4.1.1] CTE Program Updates All CTE courses offered offer an industry certification. Students will leave high school with a certification in a particular industry that they can take with them to college or the work force. Through the innovative schools grant we have added an additional CTE course, welding. Last, we have expanded our culinary course. | Michael Perry, Janey Pyland, Mark Neal | 05/17/2024 | | |

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| <p>foster and promote attainment of postsecondary credits.</p> <p>*Accountability and data - *Annually administered interest inventories to identify students who express interest and/or demonstrate aptitude for high value, high skill industrial jobs.* *CTE collaboratives on student data and respective student goals/milestones.</p> | | | | | |
| | <p>[A 4.1.2] Work Based Learning Students will have increased access to earn industry credentials, and work-based learning opportunities will be expanded for students. In an effort to coordinate and integrate academic and career and technical education content, the district has added a work-based learning (WBL) component to many of our programs. CTE educators have and will continue to receive professional development and certification in WBL, early postsecondary placement, and STEM.</p> | <p>Janet Pyland, Mark Neal</p> | <p>05/17/2024</p> | | |
| | <p>[A 4.1.3] EPSO's Students will have increased access to earn a postsecondary credential while in high school. Early post-secondary opportunities will be expanded for students. In an effort to provide more opportunities for our students, we are working to add more career/technical programs for our students.</p> | <p>Janet Pyland, Mark Neal</p> | <p>05/17/2024</p> | | |
| | <p>[A 4.1.4] Effective Transitions to Postsecondary and Career Students will have increased access to career assessments and advising. Postsecondary and career transitions are addressed at the high school but actually begin in the middle school grades. Middle school students will develop targeted plans for EPSO participation and have increased access to academic advising for high school course selection. All students in middle school in Millington will take field trips to college campuses to begin early exposure to postsecondary opportunities. A career interest inventory will also be administered</p> | <p>Janet Pyland, Mark Neal, Ashleigh Currie</p> | <p>05/17/2024</p> | | |

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| | <p>to middle school and/or ninth grade students. Students with disabilities will start their official planning for postsecondary the year they turn 14 or sooner. The goal is to help them identify a career they are interested in to improve their interest and success in high school.</p> <p>Every year the senior counselor promotes College Apps week. This is the week to encourage our senior students to apply to college or a trade school. If they do not plan to go to college, then encourage them to enlist in the military. This month is also to promote college and career exploration among the rest of the school because college and military-going do not just start during the senior year. The week is promoted through college/career themed dress up days, assistance with college application, a college fair, a career fair, and a financial simulation.</p> | | | | |
| | <p>[A 4.1.5] College Credit Courses We have added additional dual credit/enrollment courses with The University of Memphis. This brings our total dual enrollment/credit courses to a total of 11.</p> | Janet Pyland | 05/17/2024 | | |
| <p>[S 4.2] College Ready The goal is for all students to graduate as Ready Graduates. MCMHS will focus on improving the graduation rate and the percentage of students scoring at or above 21 on the ACT.</p> <p>Benchmark Indicator *Student progress toward individual goals* - Practice tests will be given yearly to establish a benchmark for students in grades 7-11. Individual course of study plans for students will be created and monitored each year by the ACT Prep teachers, administration, and instructional facilitator.</p> <p>*Instructional practice that aligns to the instructional shifts* – ACT Prep assignments will be given and</p> | <p>[A 4.2.1] ACT Prep The high school will have two content specific teachers who teaches ACT Prep to juniors. This course is required in order to better prepare them for the ACT test in March. One teacher will focus on Math and science. The other teacher will focus on English and Reading. Students will learn test-taking strategies and take practice tests, which will expose them to the type of questions that the ACT test will have. The more exposure they have to the ACT test the more prepared they are to take it. The teacher will be trained in how to teach this course. MCMHS will offer ACT Bootcamps presented by the ACT Prep teachers before the fall and spring administrations of the ACT test. The seniors will attend the bootcamp in September and juniors in February. The bootcamps will address content</p> | Michael Perry, Janet Pyland | 05/17/2024 | | |

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| <p>completed during a specific class period. Bi-weekly spreadsheets will be generated from student work and shared with teachers to adjust instruction during that class period.</p> <p>*Accountability and ACT report data* - ACT score reports and accountability data will be analyzed between the spring administration and senior retake dates. Score reports will be used for test preparation in tutoring sessions and boot camps and will be examined to determine whether continued changes are needed to revise courses and curriculum to reflect the needs of students.</p> <p>*Structures and supports check - *We will ensure that the high school has the structures and systems in place to address identified barriers to graduation and provide appropriate student supports. The grad coach and counselors will review grades, credit recovery, attendance, and progress toward graduation quarterly.</p> <p>*Progress monitoring - *Individual student progress toward graduation will be monitored and reviewed quarterly. Following individual mentoring and support sessions, individual course of study plans for students will be created and monitored by the grad coach.</p> | <p>knowledge as well as test-taking strategies specific to the ACT. During the March ACT, all grade levels 7-10 will take a practice ACT alongside the juniors taking their official ACT. They will be given results that are broken down to give a more accurate depiction of areas that need refining.</p> | | | | |
| | <p>[A 4.2.2] Graduation Coach MCMHS will continue to utilize a graduation coach who is in place to track and monitor students who are at risk of not graduating. The at risk indicators include chronic absenteeism, behavioral issues, low grades, and below on track test scores**. **The graduation coach will start monitoring at risk students starting in the 9th grade and track them until they reach graduation.</p> | Jewell Gates | 05/17/2024 | | |
| | <p>[A 4.2.3] Dual Credit Courses We offer 10 dual enrollment courses giving students the chance to leave high school with college credit. Dual enrollment courses will better</p> | Janet Pyland | 05/17/2024 | | |

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| | prepare students for college and provide them with a post-secondary advantage. Dual credit courses will also increase the Ready Grad percentage. | | | | |
| | [A 4.2.4] Credit Recovery Through the graduation coach working along side the guidance counselors, the students who require it will complete credit recovery. The graduation coach along with admin and guidance counselors will meet with families of the at-risk students to reinforce the importance of partnering with the school to help the student stay on-track for graduation. | Zane Adams | 05/17/2024 | | |