

Millington Intermediate School Annual Plan (2023 - 2024)

Last Modified at Sep 28, 2023 08:58 AM CDT

[G 1] Improve 4-6 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

Based on the data from 22-23, we have set the following performance measures for 23-24:

Meet or exceed our school's AMO for math.

Increase the percentage of all students who Meet or Exceed Expectations to 34.6% for grades 4-6.

Increase the percentage of SWD who Meet or Exceed Expectations to 10.6% for grades 4-6.

Increase the percentage of BHN students who Meet or Exceed Expectations to 28.2% for grades 4-6.

Increase the percentage of ED students who Meet or Exceed Expectations to 26.5% for grades 4-6.

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

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|---|---|--------------------------------------|---------------------------|----------------|-------|
| <p>[S 1.1] Implementation of High-Quality Instructional Materials (HQIM) and Implementation Support with Instruction Partners</p> <p>To ensure all students have access to the instructional resources and practices needed to master grade-level standards, the district will adopt and implement high-quality math curriculum and incorporate additional resources provided by the state including support from Instruction Partners through the Math Implementation Support Grant. The district will utilize the TN Blueprints to ensure that appropriate focus is placed on the major work</p> | <p>[A 1.1.1] Professional Development</p> <p>Teachers will participate in professional development opportunities to increase content knowledge and expand effective instructional strategies. Administration and teachers will also collaborate with Instruction Partners and utilize their ongoing support. Administration will also use scores and areas of refinement analyzed from TEAM data to determine needs for professional development. District surveys by our technology department will be utilized to ensure teachers are provided professional development that is strategic to their needs. Mentors will be given to all new</p> | <p>Patricia Speight, Kelly Cline</p> | <p>05/17/2024</p> | | |

| | | | | | |
|---|--|--|--|--|--|
| <p>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 district will provide structures of professional development through the use of district PD plans and school PD plans to strengthen practice throughout the school year. Principals and instructional advisors 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* - Administration, 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>*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</p> | <p>teachers as well as those showing a need for additional support in academics or classroom management.</p> | | | | |
|---|--|--|--|--|--|

| | | | | | |
|---|--|--|-------------------|--|--|
| <p>scheduled by team for intervention purposes and by subject area for building content knowledge, expanding effective instructional strategies, and analyzing data. Building administrators will monitor collaborative meetings for consistency and quality monthly, and district advisors 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] PLC Meetings/Data Digs Teachers will use data collected to determine instructional needs. Data will be provided from weekly assessments and common formative assessments. Benchmark assessments (iReady, Case 21, Aimsweb) are given in the fall, winter and spring. Teachers will use Data Digs to disaggregate data and determine mastery of standards, strengths, and areas in need of improvement. Teachers will also consider subgroups and determine additional support as needed. PLC meetings will be utilized to discuss weekly goals and analyzing data that lead to decisions for RTI placement.</p> | <p>Georgette Farmer, JJ Brown, Kelly Cline</p> | <p>05/17/2024</p> | | |
| <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</p> | <p>[A 1.2.1] Summer Learning Camps Summer Learning Camp will be offered to our students to support academic needs and remediate student learning loss. Students will be selected and recruited based on at-risk status, historically underserved subgroups, and those achieving below grade level.</p> | <p>JJ Brown, Georgette Farmer</p> | <p>06/28/2024</p> | | |

| | | | | | |
|--|---|---|-------------------|--|--|
| <p>that align to their individual deficits *- Progress monitoring and formative assessment results will be reviewed at each school midway through each quarter and at the end of each quarter. Instructional facilitators, teachers, and interventionists 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 1.2.2] Intervention MIS will follow the state's guidelines for implementing the RTI2 program. MIS will use Aimsweb as the universal screener to determine deficits and those needing to be served in the Tier 2 and Tier 3 groups. Aimsweb also serves as the progress monitoring tool to track student progress. Two full-time interventionists are hired to focus mostly on Tier 3 instructional groups. The focus of Tier 2 and Tier 3 intervention in math is to build number sense fluency. Student data is reviewed every 4.5 weeks to determine next step of action. Students in Tier 1 intervention math will receive small group instruction based on data to increase standard mastery. MIS will utilize the iReady</p> | <p>Patricia Speight, Georgette Farmer, JJ Brown, Kelly Cline</p> | <p>05/17/2024</p> | | |

| | | | | | |
|--|---|--|--|--|--|
| | learning path to target individual needs. Fidelity checks will be conducted during intervention by administration and/or the instructional facilitator to ensure quality instruction is taking place daily. | | | | |
|--|---|--|--|--|--|

[G 2] Improve 4-6 Literacy performance

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.

Performance Measure

Based on the data from 22-23, we have set the following performance measures for 23-24:

Meet or exceed our school's AMO for literacy.

Increase the percentage of all students who Meet or Exceed Expectations to 40.4% for grades 4-6.

Increase the percentage of SWD who Meet or Exceed Expectations to 9.1% for grades 4-6.

Increase the percentage of BHN students who Meet or Exceed Expectations to 36.3% for grades 4-6.

Increase the percentage of ED students who Meet or Exceed Expectations to 32% for grades 4-6.

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

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|---|--|--------------------------------------|---------------------------|----------------|-------|
| <p>[S 2.1] Continue the implementation and deepen the understanding of ELA HQIM 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 the adopted curriculum as well as the state</p> | <p>[A 2.1.1] Professional Development Teachers will participate in professional development opportunities to increase content knowledge and expand effective instructional strategies. Administration will use scores and areas of refinement analyzed from TEAM data to determine needs for professional development. District surveys by our technology department will be utilized to ensure teachers are provided professional development that is strategic to their needs. Mentors will be given to all new teachers as</p> | <p>Patricia Speight, Kelly Cline</p> | <p>05/17/2024</p> | | |

| | | | | | |
|--|--|--|--|--|--|
| <p>provided resources to strengthen literacy knowledge and instruction.</p> <p>Benchmark Indicator</p> <p>*District and school structures – *The district will provide structures of professional development through the use of district PD plans and school PD plans to strengthen practice throughout the school year. Principals and instructional advisors 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. Administration 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* - Administration and facilitator 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 team for intervention purposes and by subject area for building content knowledge, expanding effective instructional strategies, and analyzing data. Building administrators will monitor collaborative meetings for consistency and quality</p> | <p>well as those showing a need for additional support in academics and/or classroom management.</p> | | | | |
|--|--|--|--|--|--|

| | | | | | |
|---|--|--|-------------------|--|--|
| <p>monthly, and district advisors 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] PLC meetings/Data Digs Teachers will use data collected to determine instructional needs. Data will be provided from weekly assessments and common formative assessments. Benchmark assessments (iReady, Case 21, Aimsweb) are given in the fall, winter, and spring. Teachers will use Data Digs to disaggregate data and determine mastery of standards, strengths, and areas in need of improvement. Teachers will also consider subgroups and determine additional support as needed. PLC meetings will be utilized to discuss weekly goals and analyzing data that leads to decisions for RTI placement.</p> | <p>Georgette Farmer, JJ Brown, Kelly Cline</p> | <p>05/17/2024</p> | | |
| <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 MIS midway through each quarter and at the end of each quarter. Instructional facilitators, teachers, and interventionists will meet</p> | <p>[A 2.2.1] Tutoring Tutoring will be offered to our 4th grade students previously identified at the end of 3rd grade who need reading support according to the TN Retention Law. Instruction by teachers and/or trained staff should target areas in need of improvement. Administration and/or instructional facilitator will conduct walkthroughs to ensure expectations of the HQIM are being met. MIS will collect and analyze student data for tutoring program.</p> | <p>Kelly Cline</p> | <p>04/26/2024</p> | | |

| | | | | | |
|---|---|---|-------------------|--|--|
| <p>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 2.2.2] Summer Learning Camps Summer Learning Camps will be offered to our students to support academic needs and remediate student learning loss. Students will be selected and recruited based on at-risk status, historically underserved subgroups, and those achieving below grade level.</p> | <p>JJ Brown, Georgette Farmer</p> | <p>06/28/2024</p> | | |
| | <p>[A 2.2.3] Intervention MIS will follow the state's guidelines for implementing the RTI2 program. MIS will use Aimsweb as the universal screener to determine deficits and those needing to be served in the Tier 2 and Tier 3 groups. Aimsweb also serves as the progress monitoring tool to track student progress. Two full-time interventionists are hired to focus mostly on Tier 3 instructional groups. The focus of the Tier 2 and Tier 3 intervention in reading is to improve oral reading fluency and silent reading fluency. MIS will implement the curriculum from</p> | <p>Patricia Speight, Georgette Farmer, JJ Brown, Kelly Cline</p> | <p>05/17/2024</p> | | |

| | | | | | |
|--|--|--|--|--|--|
| | <p>ALLMemphis for our Tier 2 and Tier 3 students needing Oral Reading fluency. MIS will utilize targeted lessons from iReady and Reading A-Z to help build silent reading fluency. Student data is reviewed every 4.5 weeks to determine next step of action. Students in Tier 1 intervention will receive small group instruction based on data to increase standard mastery. MIS will utilize the iReady learning path to target individual needs. Fidelity checks will be conducted during intervention by administration and/or the instructional facilitator to ensure quality instruction is taking place daily.</p> | | | | |
|--|--|--|--|--|--|

[G 3] Decrease Chronic Absenteeism

Millington Intermediate 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.

Performance Measure

Based on our data for 22-23, MIS will strive to meet the following performance measure:

Decrease chronic absenteeism to below 19.5%.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|---|--|---------------------------|----------------------------------|-----------------------|--------------|
| <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.</p> <p>Benchmark Indicator</p> | <p>[A 3.1.1] Out-of-district Transfer Policy MIS will follow the district's ODT policy. The Millington Board of Education Policy 6.204 has been revised effective for the 2023-2024 school year. The new policy will prohibit ODT from returned to MMSD if they have not met the following criteria for transfer approval: absences shall not total more than 10 days in any one academic year, tardies, and/or early check outs that are unexcused shall not total more than 10 days for the academic year.</p> | <p>Patricia Speight</p> | <p>05/24/2024</p> | | |

| | | | | | |
|---|--|----------|------------|--|--|
| <p>*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 3.1.2] Shared Residency MIS will follow the district's Shared Residency guidelines. These guidelines were revised including the items required for admission and more strictly enforced, especially in the case of truancy, including random home visits to ensure the student is truly living at the address listed.</p> | JJ Brown | 05/24/2024 | | |
| <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 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 3.2.1] Fidelity of Truancy Tiers MIS will continue to follow the district's progressive truancy plan with fidelity. In an effort to decrease the number of absences, school personnel responsible for Tier 1 truancy intervention will meet with district personnel responsible for Tiers 2 and 3 truancy intervention to review procedures and expectations prior to beginning 2023-2024 school year. All personnel responsible for a truancy tier will report all tiered meetings and intervention documentation to the supervisor of student services each quarter. Tier 1 supports will include incentives for regular attendance, automated phone calls when absent, and regular communication with students and parents on importance of regular school attendance.</p> | JJ Brown | 05/24/2024 | | |

