

Mt. Pleasant Middle Visual Perform. Arts Annual Plan (2021 - 2022)

Last Modified at Sep 29, 2021 02:32 PM CDT

**[G 1] Maintain Safe and Healthy Students**

For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensure that all students have the opportunity to learn.

**Performance Measure**

Reduce the percentage of students disciplined from 13.9% to 12%number of students disciplined with exclusionary practices (In-School Suspension, Out of School Suspension)Reduce the percentage of students disciplined ISS from 10.9% to 6%Reduce the percentage of students disciplined OSS from 5.3% to 2.6%Reduce the percentage of BHN, SWD, ED disciplined -BHN 18% to 11%-SWD 18.4% to 11%-ED 19.4% to 11%Increase each school's average daily attendance by 2%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Behavioral interventions and supports</b>                      The district provides support to schools through a collaboration with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University to develop school-wide positive support plans. Response to Instruction and Intervention-Behavior (RTI<sup>2</sup>-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence-based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease suspension/expulsion rates while improving the climate and culture of the school environment. School-based RTII-B teams meet monthly to review student behavior and discipline data. The school team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in September and April of each school year, with the option to complete the screener in</p>	<p><b>[A 1.1.1] Building Empathy</b>                      Teachers participated in training titled "Build Healthy Communities through Human Connections" offered by STARS Nashville. The training focused on building empathy and meeting the emotional and health needs of students. In monthly PLC meetings, teachers will highlight ways to improve and extend our relationships with students using the strategies presented. Teachers will participate in a book study facilitated by our leadership team to instill restorative practices in all classrooms. Walkthroughs and teacher feedback will support implementation and ensure best practices.</p>	Melissa Harkreader, Donald Dugger, Leslie Crowder	04/01/2022		

<p>January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also helps with identifying the appropriate supports for challenging student behaviors. Through the monthly meeting, the teams review the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence.</p> <p><b>Benchmark Indicator</b>  A 5% decrease in the number of subgroups who receive office discipline referrals A 5% decrease in the number of subgroups who receive suspension and expulsion A 3% decrease in the number of students who attend District Discipline Hearings Sessions 100% of 19 traditional schools implementing RTII-B Tier I strategies observed through school walkthroughs25% of 19 traditional schools implementing RTII-B Tier II strategies observed through walkthroughs and state-level model school recognition Number of schools moving from Tier I Implementation to Tier II Implementation (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices). Number of schools moving from Tier II to Tier III (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices)</p>					
	<p><b>[A 1.1.2] Student Behavior Supports and Intervention</b>  Teachers complete a Student Support Screening Scale (SRSS) over their homeroom students twice a year to help identify students at-risk. The RTIB team utilizes the information in the screening to determine students who are in need of behavioral intervention for externalizing behaviors through Tier 2 or Tier 3 services. Tier 2 and Tier 3 students who externalize behaviors are assigned a check</p>	<p>Donald Dugger, Leslie Crowder, Faculty and Staff</p>	<p>05/23/2022</p>		

	<p>in/check out system with another adult in the building which allows for positive reinforcement and behavior coaching when problems arise. Students are given different arrangements during key transition points of the day (cafeteria, bus room, etc.) to help learn to regulate their behavior. The RTIB checks in with Tier 2 and 3 students multiple times per week. Positive affirmations and rewards are given to students who meet behavior expectations. The school counselor meets one-on-one with students to help students identify and regulate problems. The RTIB team meets to discuss student progress towards behavioral expectations. In addition, the school utilizes a step-tracker at each grade level to record minor behavior incidents that occur throughout the day. Parents are contacted when incidents are recorded on this tracker. This tool helps MPMS teachers document and communicate behavior problems as they happen.</p>				
<p><b>[S 1.2] Parent, family, and community engagement</b>  Promote effective parent, family, and community engagement in the planning, implementing and evaluating of district improvement activities and overall student and district goals. The Pupil Services Department launched "Strive to 95" which encourages a 95% attendance rate at each school. On a quarterly basis, the district will recognize schools that reach the goal of a 95% daily attendance rate for students. The district will conduct district family community engagement events addressing school climate needs such as but not limited to bullying, restorative practices, mental health, transition to elementary, middle, and high school. Follow-up surveys will be used to determine the effectiveness and quality of engagement events. Another way the district engages families is through our Family Resource</p>	<p><b>[A 1.2.1] Family Engagement and Education</b>  The Title I Facilitator will organize and conduct family involvement programs throughout the school year. Educational events and workshops will be planned to focus on emotional/behavioral supports for middle school students. Some topics to be covered include self-esteem, discipline, and social media safety. We will also host arts performance nights and a STEAM night. We will offer a mix of virtual and in-person events.</p>	Jennifer Jones	05/23/2022	Title I [\$2500.00]	

Centers. The district currently has 3 general-funded and 1 Title 1 funded family resource center serving our ED student subgroups. The centers are community-based resource hubs where families can access formal and informal supports. The FRC seeks to provide multiple services to both children and families, like ways to increase parenting skills, and child protective factors, including access to food, shelter, clothing, and educational supports. The FRC establishes family engagement goals which are reviewed quarterly for compliance and implementation. In addition to the FRC's all Title 1 schools complete a family engagement survey which is accessible throughout the school year through the school's website. Title 1 school facilitators are required to review the family engagement survey's throughout the school year. The district communicates with families on a variety of platforms. All families can access all surveys through the district's website home page. The surveys include safety, creative ideas, Maury County School Board, District, and Strategic plans. The surveys remain open throughout the year for parent and student input. The surveys close in April, results are shared on the school website with a callout to parents letting them know the results are available to view. Administrators communicate with families on a weekly basis, via phone call-outs, email, social media platforms, and text messaging. Additional communications are sent as needed for emergencies such as unexpected school closures. The district's central office communicates with families via phone call-outs, emails and text messaging. The district also uses the "Let's Talk" application which provides families 24/7 access to district personnel via mail messaging. The messages are routed to the communications department who sends messages to the appropriate department for a response.

--

--

--

--

--

<p><b>Benchmark Indicator</b> Post parent event surveys used to determine the effectiveness and quality of events Parent Engagement Activity Reports (attendance, survey of activities)</p>					
	<p><b>[A 1.2.2] Technology</b> MPMS will utilize a variety of technology tools for communication with parents, community, and stakeholders, School Messenger software will be utilized to communicate with parents via telephone. Social media, such as Facebook, Instagram, and Twitter, will be used to make announcements and keep parents informed about upcoming events. Our school website will be revised and maintained to improve communication. The school will use SMORE newsletters to provide information on academics, instruction, and assessment.</p>	<p>Melissa Harkreader, Audrey Bryant</p>	<p>06/30/2022</p>		
	<p><b>[A 1.2.3] 4th Grade Transition to Middle School</b> Administration of MPMS and 5th grade teachers will coordinate with administrators and 4th grade teachers at MPES to help transition students to the middle school through a series of activities. A collaborative meeting will be held to provide records and recommendations for incoming students. A field trip will be organized for incoming students to take a tour of the school that is led by student leaders at MPMS. Parents will be sent home informational brochures about the transition to middle school. A Parent Orientation Meeting for incoming 5th grade parents will be held prior to the end of the school year.</p>	<p>Melissa Harkreader, Donald Dugger, 5th grade teachers</p>	<p>05/13/2022</p>	<p>Title I</p>	
	<p><b>[A 1.2.4] 8th Grade Transition to High School</b> Administration of MPMS and 8th grade teachers will coordinate with administrators and teachers at MPHS to help transition students to the high school through a series of activities. The school counselor will meet with 8th graders to explain high school credits, GPA, and electives. Additionally, the</p>	<p>Melissa Harkreader, Donald Dugger, Leslie Crowder, 8th grade teachers</p>	<p>05/16/2022</p>		

	<p>counselor will administer a career inventory and meet individually with students to explain the results. The Fine Arts teachers will visit with students to explain the programs available at the high school. A field trip will be organized for 8th graders to walk to the high school for a tour and information meeting. After providing opportunities for students to see and understand their choices, school counselors from both schools will assist students' registration for classes at the high school.</p>				
<p><b>[S 1.3] Mental health supports</b>          Develop external partnerships and provide necessary student supports for identified mental health needs. By the October 2022 the supervisor of school counseling and mental health will partner with external mental health supports. The supervisor of counseling and mental health supports will share relevant behavior and attendance data related to the social and emotional wellness of all students to school district stakeholders, school board members, and the school community at large. The data will be shared in the spring of each year to serve as a baseline for the following school year. The district RTII-B leadership team reviews behavioral, attendance, SEL data on a monthly basis. The district utilized the data collection tools provided by Tennessee Behavior Supports Project (TBSP).</p> <p><b>Benchmark Indicator</b>          Identify, join and participate in two external community mental health groupsPartner with an external group to share resources</p>	<p><b>[A 1.3.1] Mental Health Group Partnerships</b>          We have established partnerships with external mental health groups, such as Centerstone. Students meet with a Centerstone counselor weekly during the school day. Centerstone also supports our 7th grade students through a 12-session Be Sharp curriculum supporting mental health. We also have a partnership with Camelot, another mental health service center, that serves students during the school day as needed. Teachers conduct a Student-Risk Screening Scale (SRSS) with their homeroom students to determine which students may need extra support. Those students are referred to partnership organizations or the school counselor for additional help and support.</p>	<p>Melissa Harkreader, Donald Dugger, Leslie Crowder, Classroom teachers</p>	<p>06/30/2022</p>		

**[G 2] Improve Math Achievement and Growth by 2022**  
 We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-8. With ongoing district teacher training in grade level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands.

**Performance Measure**

Increase of 10% on track or mastered in all grade bands, 3rd-5th, 6th-8th, and 9th-12th on TN Ready and End of Course math assessments.MPMS On Track/Mastery goal 5th grade - 15.3% 6th grade - 17.7%7th grade - 10% 8th grade - 17.3%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Math Instruction on Grade Level</b>            We purchased and implemented Ready Math in K-8, a high quality math curriculum, during the 2021 - 2022 school year. We developed an implementation plan using the Learning Loss Tools on behalf of the South Central CORE office. Walkthroughs will continue to be conducted with the support of CORE ELA, Math, and RTI Consultants and SREB consultants. In reviewing walk through data via Kick Up and diagnostic benchmark data provided by Ready Math (20-21 school year), we have discovered instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math curriculum, and using assessment data that will inform teachers of student progress and guide instruction. We will support teachers through training, collaborative planning, and principal feedback. Even though Ready Math is not available in grades 9-12, we will use the same strategies to increase student growth and achievement. Carnegie Math is the adopted curriculum for Algebra I, II, and Geometry.</p> <p><b>Benchmark Indicator</b>            The district will conduct math walk-throughs quarterly to determine implementation of adopted math curriculum and alignment of standards. The walk through data will be collected through Kick Up. In following the Ready Math Implementation Plan, students and teachers will complete surveys at the end of each semester. Ready Math</p>	<p><b>[A 2.1.1] Tier 1 Standards-Based Instruction</b>            The administration will provide opportunities for teachers to continue pacing and aligning TN Standards to curriculum, assessment, and resources . Teachers will meet as a grade level PLC weekly and a subject area PLC monthly. PLCs will focus on reviewing pacing guides, curriculum, assessments and resources to plan for increased student achievement in math applications and concepts. Teachers will also plan for differentiated instruction to meet the needs of at-risk students. Administrators will conduct frequent walkthroughs in classrooms to ensure the use of curriculum materials, district pacing, and best-practices for instruction.</p>	<p>Melissa Harkreader, Donald Dugger</p>	<p>06/30/2022</p>		

<p>Diagnostic will be conducted and reviewed three times a year in grades K-8. Growth monitoring will be reviewed as available by individual schools. The district will review CASE Benchmark data alongside school teams. MPMS will review the following data to ensure student progress toward grade-level standards: iReady Math diagnostic data, CASE Benchmark data, Common Formative assessment (Ready benchmarks). MPMS will utilize grade-level data trackers to track student progress across all assessments and provide a larger picture of student achievement and growth. Administrators will utilize the Comprehensive Math Learning Walk Tool to conduct walk-throughs and provide feedback to teachers.</p>					
	<p><b>[A 2.1.2] Title I Facilitator and Interventionist</b>  The Title I Facilitator and Interventionist assures that the school is in compliance with all laws and requirements of Title I including conducting comprehensive needs assessments of student performance data, developing a school-wide Title I plan, and monitoring implementation of the Title I plan. The facilitator will participate in PLC meetings to strengthen understanding of standards and the use of student data to drive instruction. The facilitator will assist administrators and classroom teachers in providing focused interventions to students based off of student data. The facilitator will analyze data and provide targeted interventions to students.</p>	Jennifer Jones	06/30/2022	Title I [\$60000.00]	
	<p><b>[A 2.1.3] Common Formative Assessments</b>  The school will support the creation and use of common formative assessments to align with TN Standards, benchmark assessments, and summative assessments. Our formative assessments will have a spiral review embedded to ensure that we are constantly reviewing previously taught standards. We will use the Ready Math curriculum, data from the iReady Math diagnostic,</p>	Melissa Harkreader	03/28/2022		

	and TNReady assessment data to develop and improve our formative assessments. Math teachers will collaborate in monthly PLC meetings on vertical alignment of curriculum goals and reflect on instructional practices in the math classroom. Teachers will analyze data from formative assessments to track student progress and plan for enrichment and interventions.				
	<b>[A 2.1.4] Response to Intervention</b> The school will provide RTI time, called Tiger Time, to address needs based on assessment/progress monitoring data. Chromebooks will be utilized for remediation, acceleration, and enrichment. Classroom teachers, the Title I facilitator, educational assistants, and the STEM teacher will work with students in small groups to meet the instructional needs of students.	Donald Dugger, Jennifer Jones	05/16/2022		
	<b>[A 2.1.5] PLC/Data Teams</b> PLCs are used to support teachers and improve the overall effectiveness of teaching. PLCs will analyze data from assessments to track student progress and plan for enrichments and interventions. Teachers will use data from common formative assessments as well as data from the district-provided curriculum, iReady Math, AIMSWEB, and TNReady assessments to plan for meeting the academic needs of students.	Melissa Harkreader, Donald Dugger, Jennifer Jones	06/30/2022		
	<b>[A 2.1.6] Technology</b> We will purchase technology equipment for student use in the classrooms, including, but not limited to calculators and teacher technology tools. Students will use Chromebooks to access supplemental education programs, such as iReady and EdPuzzle to help further the school's academic goals.	Melissa Harkreader, Jennifer Jones	12/02/2022	Title I [\$8220.00]	

**[G 3] By spring 2022, we will improve k-12 literacy.**

We believe if we raise the expectations for all students through the use of high quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in K-2 literacy this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly.

**Performance Measure**

Decrease percentage of students in grades k-2 who are below the 90th percentile in the national norms on Aimsweb:Kindergarten-phoneme segmentation from 20% (spring benchmark 2019) to 90% and non-sense words from 6% (spring benchmark 2019) to 90%1st grade-ORF from 4.4% (winter benchmark 2021) to 90%2nd grade-ORF from 5.4% (winter benchmark 2021) to 90%Increase the percentage of students who are on track or mastered from 25.7% (2018-19) to 30% on TCAP for grades 3-5 ELA in 2022.Increase the percentage of students who are on track or mastered from 22% (2018-19) to 26% on TCAP for grades 6-8 ELA in 2022.Increase the percentage of students who are on track or mastered from 28.4% (2018-19) to 32% on TCAP for grades 9-12 ELA in 2022.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train</b></p> <p>Adopting and implementing new, high-quality instructional materials in grades k-12 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the materials well. This is the first of a series of strategies that will support materials implementation. These strategies include purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p><b>Benchmark Indicator</b></p> <p>Positive teacher perceptions of high-quality materials and perception of implementation support: collected via survey quarterly (mid-point of each quarter). The Director of Instruction will be responsible for administering the online survey to collect teacher efficacy with material, and impact of consistent feedback.Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on Text Complexity and Questions and Tasks of Literacy Learning Walk Tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe</p>	<p><b>[A 3.1.1] Tier 1 Standards-Based Instruction</b></p> <p>ELA teachers will have opportunities to meet as a PLC monthly. The teachers will review pacing guides, curriculum, assessments, and resources to improve Tier 1 instruction. The teachers will plan for differentiated instruction to meet the needs of at-risk students. Opportunities for professional development will be pursued to advance teachers' knowledge and teachers will be encouraged to attend school and district-level PD. Teachers will be provided time to observe teachers that utilize strong instructional practices. We will ensure that each student is engaged in quality instruction that is aligned with grade level standards by providing clear learning goals and success criteria.</p>	<p>Melissa Harkreader, Donald Dugger</p>	<p>05/16/2022</p>		

<p>walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. School Structures: Schools have a plan for teachers to collaboratively plan weekly and unit plan quarterly. Principal supervisors monitor implementation of those plans for consistency and quality. Teacher knowledge of characteristics of instructional materials: Teachers report opportunities to build their capacity in foundational skills (K-2) and in knowledge based outcomes (K-12) within the perception survey. Principal and instructional coach walkthroughs will be used to monitor implementation and trends will be collected to inform additional learning needs. MPMS will review the following data to determine the effectiveness of our Tier I program: CASE Benchmark assessments Aimsweb data TNReady data MPMS will utilize grade-level data trackers to track student progress across all assessments and provide a larger picture of student achievement and growth. Administrators will conduct walk-throughs in ELA classrooms regularly. They will utilize the TIPG tool to guide their feedback to teachers.</p>					
<p><b>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</b>  Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure that all students have the access to the resources and practices they need to be proficient. Teachers will need to collaboratively plan to ensure that they understand how to translate the materials into effective classroom practices.</p> <p><b>Benchmark Indicator</b>  Teacher perceptions of new curriculum will be collected through a survey two times during the 2020-21 school year at the end of each semester:</p>	<p><b>[A 3.2.1] Common Formative Assessments</b>  The school will support the creation and use of common formative assessments to align with TN Standards, benchmark assessments, and summative assessments. We will use the district-provided curriculum, AIMSWEB Plus, and TNReady information to develop and improve our formative assessments. ELA teachers will collaborate in monthly PLC meetings on vertical alignment of curriculum goals and reflect on instructional practices in the ELA classroom. Teachers will analyze data from formative assessments to track student progress and plan for enrichment and interventions.</p>	<p>Melissa Harkreader,  Donald Dugger</p>	<p>06/30/2022</p>		

<p>December and May. The Director of Instruction will be responsible for administering the survey and reporting on the findings. Teachers will collaboratively plan weekly and unit plan quarterly. Instruction department supervisors monitor the implementation of those plans for consistency and quality. Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided. Observations of collaborative planning sessions by principals, instructional coaches, and supervisors will be used to assess the quality of the use of the protocol in supporting implementation of the materials. Feedback will be provided to teacher leaders to strengthen the quality of planning. Teacher use of instructional materials will be collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks in KickUp. Walk-through data will be used to assess the extent to which teachers are using the materials with integrity and are meeting the instructional shifts of the standards. The district instructional team will review data across the district and will be used to adjust professional development and opportunities for collaborative planning.</p>					
	<p><b>[A 3.2.2] Reading Across the Curriculum</b>  Reading instruction is embedded in all areas of the curriculum. Science, Social Studies, and Fine Arts teachers will utilize reading strategies within their content area to help build background knowledge, vocabulary, and comprehension skills. ELA teachers, assisted by the ELA Coach, will share reading strategies and provide guidance to content teachers to aid them in helping students with</p>	<p>Melissa Harkreader,  Kristin Watkins</p>	<p>05/16/2022</p>	<p>Title I  [\$4220.00]</p>	

	<p>comprehension and decoding skills. Grade level teams are offered collaborative planning time daily and have planned meetings at least once a week where discussions about reading across the curriculum and best practices for reading comprehension will take place. Teachers will have access to Study Island which support reading in Science and Social Studies instruction.</p>				
	<p><b>[A 3.2.3] PLC/Data Teams</b>          PLCs are used to support teachers and improve the overall effectiveness of teaching. PLCs will analyze data from assessments to track student progress and plan for enrichments and interventions. Teachers will use data from common formative assessments as well as data from the district-provided curriculum, AIMSWEB, and TNReady assessments to plan for meeting the academic needs of students.</p>	<p>Melissa Harkreader,          Donald Dugger,          Jennifer Jones</p>	<p>05/23/2022</p>		
<p><b>[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback</b>          Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure all students have access to the resources and practices they need to be proficient. Teachers will need high-quality and consistent feedback from their principals and instructional coaches to implement well. This is the third of a series of strategies that will support materials implementation. These strategies together include: purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p><b>Benchmark Indicator</b>          Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on text complexity and questions and tasks using the Literacy Learning Walk tool in KickUp. The principal supervisor will discuss during monthly check-ins</p>	<p><b>[A 3.3.1] Fidelity Checks</b>          Administrators will conduct frequent walk-throughs in classrooms with an emphasis on strengthening instructional practices. District and school-level ELA coaches will also conduct walkthroughs, coaching conversations, and provide support to ELA teachers.</p>	<p>Melissa Harkreader,          Donald Dugger</p>	<p>05/16/2022</p>		

<p>with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. Quality of principal feedback: Principal submit samples of feedback provided to teachers at quarterly intervals. Principal supervisor reviews feedback to guide training on providing high-quality feedback to teachers. Principal supervisor will also observe each principal conducting walk-throughs and providing feedback. Teacher use of instructional materials: Collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks. Walk-through data will be used to assess the extent to which teachers are using the material with integrity and are meeting the instructional shifts of the standards. Principals will submit walk-through data to the district instructional materials team for review of data across the district. Data will be used to adjust teacher training and collaborative planning opportunities. Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided.</p>					
<p><b>[S 3.4] Provide Additional Support for ELA Implementation</b> The district will continue to support effective RTI practices and provide assistance and training based on results from fidelity monitoring. In addition to RTI support, new teacher induction is important to provide a foundation for teachers to be successful and will enhance implementation. Technology integration is important as students and teachers need to use technology to enhance</p>	<p><b>[A 3.4.1] Response to Intervention</b> The school will provide RTI time, called Tiger Time, to address needs based on assessment and progress monitoring data from AIMSWEB Plus. The 95 Percent Group screeners for intervention and phonics lesson library materials will be used to identify and address gaps in foundational skills. Chromebooks and available programs will be utilized for remediation, acceleration, and enrichment. Classroom teachers, the Title I</p>	<p>Melissa Harkreader, Donald Dugger, Jennifer Jones</p>	<p>05/16/2022</p>	<p>Title I</p>	

<p>learning.</p> <p><b>Benchmark Indicator</b> Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School level ambassadors and district leaders will use the TIM observation tool three times quarterly in various classrooms to identify trends in successful technology integration.School administrators and assigned mentors will conduct walkthroughs monthly using a new teacher induction rubric.</p>	<p>facilitator, interventionists, educational assistants, and the STEM teacher will work with students in small groups to meet the instructional needs of students, with a focus on comprehension skills and vocabulary development. The administrators will conduct fidelity monitoring of RTI classrooms.</p>				
	<p><b>[A 3.4.2] Title I Facilitator and Interventionist</b> The Title I Facilitator will participate in PLC meetings to strengthen understanding of standards and the use of student data to drive instruction. The facilitator will aid teachers in using intervention materials and multisyllables routines from 95 Percent Group. The school will hire an interventionist that will assist administrators, classroom teachers, and the Title I Facilitator in providing focused reading interventions to students based off of student data. The facilitator and interventionist will analyze data and provide targeted interventions to students based off of data from AIMSWEB screeners, phonics screeners, and formative assessment data.</p>	Jennifer Jones	05/23/2022	Title I [\$34600.00]	
	<p><b>[A 3.4.3] Technology</b> Teachers will utilize technology in classrooms to increase student engagement, extend and supplement grade level standards, and determine skill mastery. Programs that are utilized will include Discovery Education, EdPuzzle, and Study Island. The school will purchase a supplemental reading program (Reading Plus) to assist comprehension efforts with at-risk students. Students will have access to Chromebooks in class and at home. Use of technology programs will be monitored with</p>	Melissa Harkreader, Jennifer Jones	05/16/2022	Title I [\$10000.00]	

	walk-throughs and by looking at usage reports from the vendors.				
--	---	--	--	--	--

**[G 4] Increase the number of ready graduates/EPSOs by May 2022.**  
 Last year, 36.2% of high school students qualified as "Ready Graduates", it is our aim to increase the number of students who meet this criterion by 5% or more during the 21-22 school year.

**Performance Measure**  
 Improve graduation rate from 89.2% to 91% Increase the percentage of students scoring the ACT Benchmark score of 21 from 37.1 % to 38.1% Increase the percentage of Ready Graduate students from 36.2% to 41.2% Increase average ACT composite score by 5% from 19.6 to 20.6

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Increase the number of ready graduates by May 2022.</b>            Increase the probability for student success after high school by helping students prepare and succeed on the ACT and attain additional EPSOs. Use the "Ready Graduate" tracking tool to determine the number of students at each school who meet the "Ready Graduate" criteria. Use the Ready Graduate Tracking Tool to determine the percentage of "Ready Graduate" students at each school. Create postsecondary plans for all students. Begin in middle schools Build a diverse portfolio of early postsecondary and capstone opportunities.</p> <p><b>Benchmark Indicator</b>            Number of Students scoring a composite of "21" or higher on the ACT; Number of students taking "4" or more EPSO courses; Number of students taking "2" EPSO courses and earning an Industry Certification; Number of students taking "2" EPSO courses and earning at least a 31 on the ASVAB battery test Every student will have a six-year plan upon entering ninth grade. Number of local dual credits earned per semester. Number dual enrollment credits earned per semester.</p>	<p><b>[A 4.1.1] STEAM and PBL</b>            MPMS utilizes Learning Blade for student exploration of careers. Project-Based Learning (PBL) units provide students with opportunities to investigate and build knowledge about various careers and interact with professional partners.</p>	Teachers	06/30/2022		

Number of industry certifications earned per semester					
	<p><b>[A 4.1.2] College and Career Readiness</b>  MPMS will conduct an interest inventory for 8th graders to prepare them for high school and help students determine learning styles, interests, personality, skills, and values. Students will be given opportunities to interact with the high school and learn about the CTE and Arts options available at MPHS to help facilitate a seamless transition to the high school and support college and career ready graduates.</p>	Melissa Harkreader, Donald Dugger	06/30/2022		