Millington Municipal Schools 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.

Based on preliminary data for the 22-23 year, grades 3-5 exceeded our original goal of 33% of students who meet or exceed expectations, so we have increased our goal for that grade band to 38%.

Performance Measure
Meet or exceed the district AMO for numeracy.

Increase the percentage of students who Meet or Exceed Expectations to 38% for grades 3-5.

Increase the percentage of students who Meet or Exceed Expectations to 23% for grades 6-8.

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

Increase the percentage of SWD who Meet or Exceed Expectations to 17% for grades 3-5.

Increase the percentage of BHN students who Meet or Exceed Expectations to 23% for grades 3-5.

Increase the percentage of ED students who Meet or Exceed Expectations to 17% for grades 3-5.

Increase the percentage of BHN students who Meet or Exceed Expectations to 19% for grades 6-8.

Increase the percentage of ED students who Meet or Exceed Expectations to 15% for grades 6-8.

Increase the percentage of SWD who Meet or Exceed Expectations to 9% 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.

Increase the percentage of students On or Above Grade Level on the iReady diagnostic for grades K-2.

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
[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 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 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. **Benchmark Indicator** *District and school structures – *The district will provide structures of professional development through the use of district PD plans and school PD plans to strengthen practice throughout the school year. Principals and instructional supervisors monitor implementation of PD plans for consistency and quality and inform next steps to ensure continuous improvement. Data from surveys will be collected after each PD opportunity to further guide and provide support toward continuous improvement. *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, coach, and Instruction Partners observations will be used to	**[A 1.1.1] Professional Development** Develop an ongoing plan aligned to the curriculum to train and develop teachers to effectively implement HQIM. Ensure leaders, instructional facilitators, district coaches, and the implementation team are prepared to provide teachers needed professional development which addresses the depth and rigor of the standards. Professional development plans will be created so that educators can effectively implement and strengthen areas to support effective instructional strategies to improve student achievement. The district will partner with Instruction Partners to assess needs and help develop PD opportunities to address concerns in district trend data.	Audrey Poston, Janet Pyland, Lenora Morris, Mark Neal	05/24/2024		

monitor trends which will inform additional learning needs to address and improve upon throughout the year. *Teacher knowledge of characteristics of instructional materials and how they support instruction of state standards* - Principal, facilitator, coach, 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. *School provided opportunities through scheduled common planning and/or designated time for PLCs* - Schools have a plan for teachers to collaborate weekly through common planning and/or PLCs. Collaborative planning will be scheduled by grade level at the primary school and by subject area at the intermediate and middle/high schools. Building administrators will monitor collaborative meetings for consistency and quality monthly, and district supervisors will visit sessions at least quarterly throughout the school year. *Coaches provide high-quality coaching support *– School administrators and district supervisors will observe each coach at least twice during the year using the coaching observation checklist and/or the professional learning feedback tool. Teacher surveys of coaching satisfaction will be administered. *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.					
	[A 1.1.2] Instructional Coach The district will employ instructional coaches to support the schools. The coaches will serve as a consultant and mentor to teachers through conferencing, observing, and reflecting on instructional practice as well as helping them disaggregate student data and support instructional practices to meet the needs of all learners. The coaches will communicate with school administration, facilitators, teachers, and instructional support staff to best use student demographic and achievement data to inform Tier I instructional decision making.	Audrey Poston, Janet Pyland, Mark Neal	05/24/2024		
	[A 1.1.3] Monitoring Tier I Instruction MMSD will conduct quarterly Math walks across all schools. The teams conducting the observational rounds will use the Instructional Practice Guide to collect data, provide feedback, and assess trends in instruction. Supervisors will conduct frequent walkthroughs and visit all classrooms. Instruction Partners will also participate in the observational rounds.	Audrey Poston, Janet Pyland, Mark Neal	05/24/2024		
	[A 1.1.4] Data Digs Data digs will be conducted by all grade levels at each school 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.	Audrey Poston, Janet Pyland	05/24/2024		
[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.	**[A 1.2.1] Tutoring** Provide stipends for teachers and/or trained staff to provide tutoring before or after school to help mitigate learning loss and accelerate student achievement. The district will identify student criteria for participation in the tutoring program.	Audrey Poston	05/24/2024		

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, teachers, interventionists, and coaches will meet to review this data and make any needed adjustments for individual students and/or intervention groups. *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. *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.	Conduct weekly walkthroughs of tutoring program to ensure expectations of HQIM are being met. Collect and analyze student data for tutoring program.				
	[A 1.2.2] Summer Learning Camps The district will continue to provide 4-week Summer Learning/Bridge Camps for students in rising grades 1-8 designed to support student 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.	Audrey Poston, Janet Pyland	05/24/2024		
	[A 1.2.3] Intervention Align systems of intervention with scientifically based research curriculum, instruction, and assessment with the state's academic content	Audrey Poston, Lenora Morris	05/24/2024		

	standards. 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.				

[G 2] Improve K-12 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.

Based on preliminary data for the 22-23 year, grades 3-5 exceeded our original goal of 37% of students who meet or exceed expectations, so we have increased our goal for that grade band to 42%. For grades 9-12, we raised our goal to 41% because there were 36% who met or exceeded expectations.

Performance Measure
Meet or exceed the district AMO for literacy.

Increase the percentage of students who Meet or Exceed Expectations to 42% for grades 3-5.

Increase the percentage of students who Meet or Exceed Expectations to 28% for grades 6-8.

Increase the percentage of students who Meet or Exceed Expectations to 41% for grades 9-12.

Increase the percentage of SWD who Meet or Exceed Expectations to 9% for grades 3-5.

Increase the percentage of BHN students who Meet or Exceed Expectations to 26% for grades 6-8.

Increase the percentage of SWD who Meet or Exceed Expectations to 13% for grades 9-12.

Increase the percentage of BHN students who Meet or Exceed Expectations to 27% for grades 9-12.

Increase the percentage of ED students who Meet or Exceed Expectations to 24% for grades 9-12.

Increase the percentage of students On or Above Grade Level on the iReady diagnostic for grades K-2.

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**
[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 provided resources to strengthen literacy knowledge and instruction. **Benchmark Indicator** *District and school structures – *The district will provide structures of professional development through the use of district PD plans and school PD plans to strengthen practice throughout the school year. Principals and instructional supervisors monitor implementation of PD plans for consistency and quality and inform next steps to ensure continuous improvement. Data from surveys will be collected after each PD opportunity to further guide and provide support toward continuous improvement. *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 coach observations will be used to monitor trends which will inform additional learning needs to address and improve upon throughout the year.	**[A 2.1.1] Professional Development** Develop an ongoing plan aligned to the curriculum to train and develop teachers to effectively implement HQIM. Ensure leaders, instructional facilitators, and district coaches are prepared to provide teachers needed professional development which addresses the depth and rigor of the standards. Professional development plans will be created so that educators can effectively implement and strengthen areas to support effective instructional strategies to improve student achievement. Building and district leaders will continue to use knowledge gained from the Early Literacy Network Communities of practice to guide and support our early literacy teachers. Teachers will continue to have the opportunity to participate in the Early Reading and Secondary Literacy training provided by the state.	Audrey Poston, Janet Pyland, Lenora Morris, Mark Neal	05/24/2024		

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. *School provided opportunities through scheduled common planning and/or designated time for PLCs* - Schools have a plan for teachers to collaborate weekly through common planning and/or PLCs. Collaborative planning will be scheduled by grade level at the primary school and by subject area at the intermediate and middle/high schools. Building administrators will monitor collaborative meetings for consistency and quality monthly, and district supervisors will visit sessions at least quarterly throughout the school year. *Coaches provide high-quality coaching support *– School administrators and district supervisors will observe each coach at least twice during the year using the coaching observation checklist and/or the professional learning feedback tool. Teacher surveys of coaching satisfaction will be administered. *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.					
	[A 2.1.2] Instructional Coach The district will employ instructional coaches to	Audrey Poston, Janet	05/24/2024		

	support the schools. The coaches will serve as a consultant and mentor to teachers through conferencing, observing, and reflecting on instructional practice with teachers as well as helping them disaggregate student data and support instructional practices to meet the needs of all learners. At the primary level, this includes providing weekly professional learning through PLCs and faculty meetings for all teachers focused on the sounds first approach and science of reading to increase knowledge in early literacy, building on the foundation that has been formed with the state reading initiative. The coaches will communicate with school administration, facilitators, teachers, and instructional support staff to best use student demographic and achievement data to inform Tier I instructional decision making.	Pyland, Mark Neal			
	[A 2.1.3] Monitoring Tier I Instruction MMSD will conduct quarterly literacy walks across all schools. The teams conducting the observational rounds will use the Instructional Practice Guide to collect data, provide feedback, and assess trends in instruction. Supervisors will conduct frequent walkthroughs and visit all classrooms.	Audrey Poston, Janet Pyland, Mark Neal	05/24/2024		
	[A 2.1.4] Data Digs Data digs will be conducted by all grade levels at each school 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.	Audrey Poston, Janet Pyland	05/24/2024		
[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.	**[A 2.2.1] Tutoring** Provide stipends for teachers and/or trained staff to provide tutoring before or after school to help mitigate learning loss and accelerate student achievement. The district will identify student criteria for participation in the tutoring program.	Audrey Poston	05/24/2024		

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, teachers, interventionists, and coaches will meet to review this data and make any needed adjustments for individual students and/or intervention groups. *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. *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.	Conduct weekly walkthroughs of tutoring program to ensure expectations of HQIM are being met. Collect and analyze student data for tutoring program.				
	[A 2.2.2] Summer Learning Camps The district will continue to provide 4-week Summer Learning/Bridge Camps for students in rising grades 1-8 designed to support student 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.	Audrey Poston, Janet Pyland	05/24/2024		
	[A 2.2.3] Intervention Align systems of intervention with scientifically based research curriculum, instruction, and assessment with the state's academic content	Audrey Poston, Lenora Morris	05/24/2024		

	standards. 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.				

[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.

Performance Measure
Decrease chronic absenteeism to below 20%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. **Benchmark Indicator** *Structures and supports check - *We will ensure that each transfer policy and/or guideline is	**[A 3.1.1] Out-of-district Transfer Policy** The Millington Board of Education Policy 6.204 has been revised effective for the 2023-24 school year. The new policy will prohibit ODT from returning 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.	Mark Neal	05/24/2024		

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.					
	[A 3.1.2] Shared Residency Shared Residency guidelines will be 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.	Mark Neal	05/24/2024		
[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. **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. *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.	**[A 3.2.1] Fidelity of Truancy Tiers** Millington will implement its 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 the 2023-24 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.	Mark Neal, Tier 1 school-level truancy personnel	05/24/2024		
	[A 3.2.2] Data Analytics System The district will purchase and implement a	Mark Neal, Ryan Lancaster	05/24/2024		

	Business Intelligence Data Analytics System to help track and respond to chronic absenteeism.				

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[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

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Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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	**[A 4.1.1] Early Postsecondary Opportunities (EPSOs)** 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. We will also add additional dual credit/enrollment courses with The University of Memphis.	Janet Pyland, Mark Neal, Middle/High School Principal	05/24/2024		

counseling visits and scheduled advisement periods to inform students on criteria, benefits, and challenges of industry certifications and WBL to foster and promote attainment of postsecondary credits. *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.					
	[A 4.1.2] Industry Credentials and Work-based Learning (WBL) 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 in WBL, early postsecondary placement, and STEM.	Janet Pyland, Mark Neal, Middle/High School Principal	05/24/2024		
	[A 4.1.3] 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 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	Janet Pyland, Mark Neal, Middle/High School Principal	05/24/2024		

	they are interested in to improve their interest and success in high school.				
[S 4.2] College Ready The goal is for all students to graduate as Ready Graduates. MMSD will focus on improving the graduation rate and the percentage of students scoring at or above 21 on the ACT. **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. *Instructional practice that aligns to the instructional shifts* – ACT Prep assignments will be given and 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. *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. *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. *Progress monitoring - *Individual student progress	**[A 4.2.1] ACT Prep** MCMHS will continue to schedule two ACT Prep teachers, one for English/Reading and one for Math/Science. Two teachers, certified and highly-qualified in Math and English, will be utilized to break down the content into the ACT subtest categories. The dedicated teachers will analyze benchmark and practice test data to provide individualized instruction and develop remediation plans for students. Additionally, the ACT Prep teachers will plan and organize ACT Boot Camps each semester prior to the Senior Retake and Spring administration dates.	Janet Pyland, Mark Neal, Middle/High School Principal, ACT Prep teachers	05/24/2024		

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.					
	[A 4.2.2] ACT Practice Tests ACT practice tests with score reports will be expanded into the middle grades. All students in grades 7-11 will take an ACT practice test complete with score reports. Scores will be tracked and monitored for improvement during the students' tenure in Millington. Individualized instruction will be tailored based on the results.	Janet Pyland, Mark Neal, Middle/High School Principal	05/24/2024		
	[A 4.2.3] Track student progress toward graduation/Graduation Coach The graduation coach, guidance counselors, and administration will meet quarterly to discuss goals, strategies, and interventions. Prior to withdrawing, students and parents are informed of the requirements to enroll in a new school before truancy processes are implemented. Every effort will be made to assist students on the cohort list with school enrollment. The graduation coach will serve as a support and mentor to students through conferencing along the path to success, will identify social barriers to graduation and provide intervention and support.	Mark Neal, Middle/High School Principal, Counselors, Graduation Coach	05/24/2024		
	[A 4.2.4] Provide summer school, credit recovery, and tutoring Incorporate instruction and learning activities outside the regular school day/year to improve student academic achievement by offering additional time to gain conceptual knowledge and earn credits for graduation. Students who are behind and/or lack credits will enroll in credit recovery.	Janet Pyland, Mark Neal, Lenora Morris, Middle/High School Principal, Counselors	05/24/2024		