

Middle College High Annual Plan (2024 - 2025)

Last Modified at Sep 25, 2024 09:58 AM CDT

[G 1] Reading/Language Arts

Middle College will increase ELA meeting or exceeding expectations proficiency rates in grades 9-12 from 73.0% in 2024 to 85.0% in 2025.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> · Quarterly School-wide Formative Assessments · Weekly Informal Observation Tool and rubric · Quarterly Formal Observation Tool · Quarterly Data Dig Minutes · Weekly lesson plans 	<p>[A 1.1.1] Conduct PLC Meetings and Collaborative Meetings During weekly English / Literacy PLC meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessment, formative assessment and summative assessment data to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment.</p>	<p>ELA Lead</p>	<p>05/23/2025</p>		

<p>**Effectiveness**</p> <ul style="list-style-type: none"> · Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. · Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. · Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. · Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. · Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. 					
	<p>[A 1.1.2] Improve student achievement and growth by supporting rich learning environments MCHS will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts.</p>	<p>Kimberly Eason, Principal; and ELA Lead</p>	<p>05/23/2025</p>		
	<p>[A 1.1.3] Implement Extended Learning Program MCHS will provide an afterschool and Saturday Extended Learning Tutoring Program. The program will help improve student achievement in all content areas, as well as the ACT.</p>	<p>Kimberly Eason, Principal</p>	<p>05/23/2025</p>		
	<p>[A 1.1.4] Conduct Classroom Walkthroughs and Observations The administrative and ILT will conduct classroom walkthroughs and observations to observe the</p>	<p>Kimberly Eason, Principal and Antoine</p>	<p>05/23/2025</p>		

	<p>teaching learning process in a classroom. Classroom walkthroughs give leaders a strong sense of current instructional practices that becomes a qualitative data on the strengths and needs of the students and plan improvement efforts accordingly.</p>	<p>Gnintedem, Asst. Principal</p>			
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> · Weekly collaborative planning agenda and minutes · Weekly PLC meeting agenda and minutes · Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> · Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase in teachers demonstrating effective implementation of instructional practices. · Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. · Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 	<p>[A 1.2.1] Attend School-Based PD Members of faculty and staff will attend 90% or better of all school provided PD at faculty meetings.</p>	<p>Kimberly Eason, ELA department and PLC Lead</p>	<p>05/23/2025</p>		

	<p>[A 1.2.2] Implement Weekly PLCs Teachers will attend weekly PLC meetings where PD will be disseminated in addition to those given during faculty meetings and those offered by the district. All meetings are calendared and an agreed upon agenda is implemented for all meetings. Staff feedback is favorable in regard to meeting frequency, effectiveness and support needed to complete the necessary tasks.</p>	ELA Lead	05/23/2025		
	<p>[A 1.2.3] Writing Across the Curriculum All teachers will implement writing in their lessons. The English Department will provide guidance to assessment and giving feedback to essays written across the curriculum. ELA Staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. ELA staff will develop strategies for struggling students. ELA Staff will provide professional development to support principals, assistant principals and Professional Learning Coaches (PLCs) in monitoring the delivery of language instruction in school buildings. They will also collaborate with instructional leaders to support the initiative.</p>	Kimberly Eason, ELA department and PLC Lead	05/23/2025		
	<p>[A 1.2.4] Attend local, state, and national conferences MCHS staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.</p>	Kimberly Eason, Principal and ELA Lead	05/23/2025		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	<p>[A 1.3.1] Provide Targeted Intervention Instructional supplies and academic programs will be used to increase student achievement and ACT preparation. MCHS ELA teachers will plan and</p>	Kimberly Eason, Principal and ELA Lead	05/23/2025		

<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> · Monthly progress monitoring data · Monthly data meeting agenda and minutes · Quarterly benchmark assessment data · Weekly fidelity checks <p>**Effectiveness**</p> <ul style="list-style-type: none"> · Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. · Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. · Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. · Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. 	<p>deliver engaging learning experiences that strategically build fluency for all levels of learners. Blended learning will also be used as a core focus to maintain engagement, homework classwork and informal assessments.</p> <ol style="list-style-type: none"> 1. The English team will create a streamlined effort regarding independent reading and imitation work to build stamina and conceptual understanding that will be beneficial on the test. 2. The English team will use data as well as projected scores for all tested students, so we can have intentional student conferences around data and focused small-group plans. 				
	<p>[A 1.3.2] Utilize Blended Learning Teachers will utilize the Blended Learning model to be more intentional in small groups and provide student choice based on individual data trends. Students will have access to targeted support through individual and small group tutoring sessions designed specifically for each student's area of need. These sessions will provide students with the extra time needed to fill in instructional gaps ensuring students will meet academic goals.</p>	<p>Kimberly Eason and ELA Lead</p>	<p>05/23/2025</p>		

	Students will maintain English data tracking folders. This will house historical data from last year's testing cycles and current data from internal assessments. Teachers will work to vertically-align curriculum and domain-specific vocabulary to ensure students have strong foundations to build on as they continue at the school.				
	[A 1.3.3] Implement RTI2 RTI2 will be implemented to SWDs and those students scoring below 10% on the Universal Screener.	RTI Lead	05/23/2025		
	[A 1.3.4] Implement Extended Learning Program MCHS will provide an afterschool and Saturday Extended Learning Tutoring Program. The program will help improve student achievement in all content areas, as well as the ACT.	Kimberly Eason, Principal	05/23/2025		

[G 2] Mathematics

Middle College High School will improve meeting or exceeding expectation percentages in grades 9-12 from 34.4% in 2024 to 50.0% in 2025.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

IXL Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.	[A 2.1.1] Conduct PLC Meetings and Collaborative Meetings During weekly Math PLC meetings, teachers and administrators will engage in collaborative activities in which the team will disaggregate common assessment, formative assessment and summative assessment data to make informed instruction practice decisions. Discussions will be centered around student work, lesson designs, and standards alignment.	Math Lead	05/23/2025		

<p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> · Quarterly School-wide Formative Assessments · Weekly Informal Observation Tool and rubric · Quarterly Formal Observation Tool · Quarterly Data Dig Minutes · Weekly lesson plans <p>**Effectiveness**</p> <ul style="list-style-type: none"> · Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. · Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. · Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. · Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. · Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. 					
	<p>[A 2.1.2] Improve student achievement and growth by supporting rich learning environments</p> <p>MCHS will secure supplies, materials, equipment</p>	<p>Kimberly Eason, Principal</p>	<p>05/23/2025</p>		

	and resources to support mathematic academic success. Calculators, batteries for replacements for broken and out of warranty projectors/promethean boards/smartboards ink for printing documents / handouts / work packets for students replacements for broken and out of warranty printers in the classroom access to mathematics software: Magoosh and GIZMOS access to software for flipped classroom/online learning: ClassKick, and TeachersPayTeachers etc.				
	[A 2.1.3] Implement Extended Learning MCHS will provide an afterschool and Saturday Extended Learning Tutoring Program. The program will help improve student achievement in all content areas, as well as the ACT.	Kimberly Eason, Principal	05/23/2025		
	[A 2.1.4] Conduct Classroom Walkthroughs and Observations The administrative and ILT will conduct classroom walkthroughs and observations to observe the teaching learning process in a classroom. Classroom walkthroughs give leaders a strong sense of current instructional practices that becomes a qualitative data on the strengths and needs of the students and plan improvement efforts accordingly.	Kimberly Eason, Principal and Antoine Gnintedem, Asst. Principal	05/23/2025		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator **Implementation** · Weekly collaborative planning agenda and minutes · Weekly PLC meeting agenda and minutes · Bi-weekly Instructional Leadership Team (ILT)	[A 2.2.1] Attend School-Based PD Members of faculty and staff will attend 90% or better of all school provided PD at faculty meetings.	Kimberly Eason, Principal; Antoine Gnintedem, Asst. Principal, and Math Lead	05/23/2025		

<p>agenda and minutes</p> <p>**Effectiveness**</p> <ul style="list-style-type: none"> · Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase in teachers demonstrating effective implementation of instructional practices. · Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. · Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 					
	<p>[A 2.2.2] Implement Weekly PLCs Teachers will attend weekly PLC meetings where PD will be disseminated in addition to those given during faculty meetings and those offered by the district. All meetings are calendared and an agreed upon agenda is implemented for all meetings. Staff feedback is favorable in regard to meeting frequency, effectiveness and support needed to complete the necessary tasks.</p>	Math Lead	05/23/2025		
	<p>[A 2.2.3] Provide Targeted Intervention Instructional supplies and academic programs will be purchased to increase student achievement and ACT preparation. MCHS Math teachers will plan and deliver engaging learning experiences.</p> <p>The Math team will use data as well as projected scores for all tested students, so we can have intentional student conferences around data and focused small-group plans.</p>	Math Lead	05/23/2025		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve</p>	<p>[A 2.3.1] Implement RTI2 RTI2 will be implemented to SWDs and those students scoring below 10% on the Universal Screener.</p>	RTI Lead	05/23/2025		

<p>student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> · Monthly progress monitoring data · Monthly data meeting agenda and minutes · Quarterly benchmark assessment data · Weekly fidelity checks <p>**Effectiveness**</p> <ul style="list-style-type: none"> · Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. · Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. · Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. · Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. 					
	<p>[A 2.3.2] Provide Targeted Intervention Instructional supplies and academic programs will be used to increase student achievement and ACT preparation. MCHS Math teachers will plan and deliver engaging learning experiences.</p> <p>The Math team will use data as well as projected scores for all tested students, so we can have</p>	Math Lead	05/23/2025		

	intentional student conferences around data and focused small-group plans.				
	<p>[A 2.3.3] Utilize Blended Learning Teachers will utilize the Blended Learning model to be more intentional in small groups and provide student choice based on individual data trends. Students will have access to targeted support through individual and small group tutoring sessions designed specifically for each student's area of need. These sessions will provide students with the extra time needed to fill in instructional gaps ensuring students will meet academic goals. Students will maintain Math data tracking folders. This will house historical data from last year's testing cycles and current data from internal assessments.</p>	Math Teachers	05/23/2025		
	<p>[A 2.3.4] Implement Extended Learning Program MCHS will provide an afterschool and Saturday Extended Learning Tutoring Program. The program will help improve student achievement in all content areas, as well as the ACT.</p>	Kimberly Eason, Principal	05/23/2025		

[G 3] College and Career Readiness

Middle College High School will increase the percentage of ready graduates from 59.8% in 2023 to 69.8% in 2025; 92.9% of students in the class of 2020 were ready graduates.

Middle College will continue to maintain the 100% graduation rate and the commitment to expanding EPSOs to prepare students for college and career success.

Students will have access to an ACT prep courses to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT. The platform Magoosh will also be implemented once a week with a focus on math to help increase math readiness for the ACT.

We believe, based on steady annual progress toward stronger graduation rates, along with SCS commitment to expanding EPSO's, our students will be set up for future success.

Performance Measure

Performance effectiveness will be measure by the following:

- * Early Post Secondary Opportunities being offered
- * ACT composite score (21 or higher)
- * Earnings of Industry Certifications

* ASVAB Scores * Graduation Rate					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Semesterly ACT Data * Quarterly Mock ACT Data * Semesterly ACT Workshop Attendance Rosters Effectiveness</p> <p>**Effectiveness**</p> <p>* Semesterly review of ACT data will reflect a 3% increase composite test scores. * Quarterly mock ACT data review will reflect a 5% increase in student scores. * Semesterly ACT workshop attendances rosters will reflect a 10% increase in the number of students in attendance.</p>	<p>[A 3.1.1] Implement ACT Test Taking for All Students MCHS will have all 9th and 10th grade students take the ACT. This is to obtain data in order to target the needs of each individual student as well as commonalities amongst all students. The 11th and 12th grade students will have the opportunity to retake the ACT in an effort to ensure that the ACT preparation strategies are successful and students scores are increasing to reflect 85% of students at or above a 21 on the exam.</p>	<p>Kimberly Eason, Principal; Antoine Gnintedem, Asst. Principal; Tamara Jones, Guidance Counselor; Johnathan May and Anne Fontanilla</p>	03/28/2025		
	<p>[A 3.1.2] Implement Extended Learning Teachers will provide students with additional ACT practice during before and after school tutoring a well as during Saturday Academy. Professional school counselors, teachers and ACT Prep coordinators will provide students with test-taking strategies and skills necessary for career and college readiness. The following strategies will be implemented.</p>	<p>Kimberly Eason, Principal; Jonathan Jones, ELA Lead</p>	03/28/2025		

<p>[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Quarterly report cards and progress reports * Daily exit tickets * Semesterly student interest surveys <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher. * As a result of semesterly student interest surveys, there will be a 10% increase in the number of students enrolled in an advanced academic course. 	<p>[A 3.2.1] Offer College Credits and EPSOs MCHS will develop and expand opportunities for all students to access multiple early post-secondary opportunities while still enrolled in high school.</p> <p>Students meeting dual-enrollment requirements at MCHS will continue to enroll in college courses for college credits prior to high school graduation. Students receive both high school and college credits at Christian Brothers University concurrently.</p>	<p>Kimberly Eason, Principal; Antoine Gninteden; Asst. Principal; Guidance Counselor and Dual Enrollment Specialist</p>	<p>09/27/2024</p>		
	<p>[A 3.2.2] Offer Advanced Placement Courses Advanced Placement courses in which a student scores a 3 out of 5 or better are able to apply these credits to courses in college depending on the the schools' policies. Regardless of credit, these courses prepare students by performing work at a college level. Middle College High School now offers AP Seminar, which is a capstone course only offered by 10% of schools in the United States. We continue to offer AP Human Geography, AP World Geography, AP Research, AP Biology, and AP Physics to have a 30% passing rate and 5 students will perform a 3+ or higher on two or more exams.</p>	<p>AP Instructional Staff</p>	<p>09/27/2024</p>		
	<p>[A 3.2.3] Attend local, state, and national conferences</p>	<p>Kimberly Eason,</p>	<p>01/24/2025</p>		

	MCHS staff will attend in-state and out-of-state professional development sessions and educational conferences to expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.	Principal and Guidance Counselors			
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities</p> <p>Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Semesterly review of student transcripts * Semesterly review of career interest inventories <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Semesterly review student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%. * Semesterly review of student career interest inventories reflects 100% in master scheduling, which supports at least 70% of CCTE students mastering competencies to complete industry certifications. 	<p>[A 3.3.1] Assign Students to an Advisory for College and Career Preparation</p> <p>All students will be assigned to an Advisory that will meet twice a week. Activities during advisory focus on college and career exploration, research and planning in addition to SEL initiatives as provided by guidance and administration.</p>	Kimberly Eason, Tamara Jones, and Advisory Instructors	10/25/2024		
	<p>[A 3.3.2] Offer CCTE Opportunities</p> <p>MCHS will offer Audio-Visual production classes, Future Business Leaders of America, Future Healthcare Workers of America, Health Science Classes, and the Technology Student Association.</p>	Kimberly Eason, Principal; Antoine Gnintedem,	03/28/2025		

	The Middle College Professional School Counselor and Staff will provide high quality professional development to parents on college and career-readiness and choices, scholarship opportunities, ACT preparation, financial aid assistance and college requirements.	Assistant Principal; Tamara Jones, Guidance Counselor; Caroline Quintana, Geraldyn Williams			
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Semesterly review of student transcripts * Semesterly review of career interest inventories <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Semesterly review student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%. * Semesterly review of student career interest inventories reflects 100% in master scheduling, which supports at least 70% of CCTE students mastering competencies to complete industry certifications. 	<p>[A 3.4.1] Host Bridge Camp for 9th graders and transitioning candidates Middle College will host Bridge Camp for 9th graders and transitioning candidates from multiple middle schools, college and career fairs, college road trips, Leadership Institute, and FAFSA night to ensure smooth transitions between grade levels and advanced educational placements. The Guidance office also co-ordinates many college visits and events both virtual and in-person when available.</p>	Stephanie McDowell, Dual Enrollment Specialist and Tamara Jones, Guidance Counselor	03/28/2025		
	<p>[A 3.4.2] Assign students to an Advisor All students will be assigned to an Advisory Group that will meet twice a week. Activities during advisory focus on college and career exploration, research and planning in addition to SEL initiatives as provided by guidance and administration.</p>	Kimberly Eason, Antoine Gnintedem, and Tamara Jones	10/25/2024		

[G 4] Safe and Healthy Students

Middle College High School s will reduce the percentage of chronically absent students from 5.2% in 2024 to 3.5% in 2025 and increase the attendance rate from 96.1% in 2024 to 98% in 2025.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none">* 20-day attendance reports* 20-day behavior reports* 20-day suspension report <p>**Effectiveness**</p> <ul style="list-style-type: none">* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.* 20-day behavior reports will reflect a 5% decrease in the number of student infractions.* 20-day suspension reports will reflect a 5% decrease in the student suspension rate.	<p>[A 4.1.1] Place Students on Behavior Improvement Plans Trends are identified in the data and steps are taken to address behavior issues, such as calling parents, parent conferences, admin-student conferences, placing students on behavior improvement plans, placing high-flyers in a mentoring program in which they receive guidance and support from renowned and highly successful community stakeholders.</p>	Kimberly Eason, Principal; Antoine Gnintendem, Asst. Principal, and Tamara Jones, Guidance Counselor	05/23/2025		
	<p>[A 4.1.2] Implement Mentoring Program Trends are identified in the data and steps are</p>	Kimberly Eason	05/23/2025		

	taken to address behavior issues, such as calling parents, parent conferences, admin-student conferences, placing students on behavior improvement plans, placing high-flyers in a mentoring program in which they receive guidance and support from renowned and highly successful community stakeholders.	Principal; Antoine Gnintedem, Assistant Principal, Tamara Jones, Guidance Counselor			
	[A 4.1.3] Hold Zero Infractions Celebration Students (including students with disabilities) who consistently display positive behaviors, a celebration is held monthly to recognize and reward them. At the “Zero Infractions” celebration, the administration provides the students with food, snacks and beverages, and they are allowed to have a good time in honor of their good behavior.	Kimberly Eason and Antoine Gnintedem	05/23/2025		
<p>[S 4.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Semesterly RTI2-B data training agenda and minutes</p> <p>**Effectiveness**</p> <p>* Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</p>	<p>[A 4.2.1] Attend RTI-B Training Teachers will attend SEL training and implement the strategies there-impacted in the classroom. A calendar is created for SEL curriculum and school-wide events that represent the students' areas of need and areas of curiosity. (Ex. World Savvy Classroom Elective now available)</p>	Kimberly Eason, Principal; Antoine Gnintedem, Asst. Principal; Tamara Jones, Guidance Counselor, RTIB Team	05/23/2025		
	[A 4.2.2] Attend SEL Training Teachers will attend SEL training and implement	Kimberly Eason,	05/23/2025		

	<p>the strategies there-impacted in the classroom. A calendar is created for SEL curriculum and school-wide events that represent the students' areas of need and areas of curiosity. (Ex. World Savvy Classroom Elective now available)</p>	<p>Principal; Antoine Gnintendem, Assistant Principal ; Tamara Jones, Guidance Counselor</p>			
	<p>[A 4.2.3] Attend local, state, and national conferences MCHS staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our Safe and Healthy goal. Attending staff will train faculty, and best practices will be shared during faculty meetings.</p>	<p>Kimberly Eason, Principal</p>	<p>03/28/2025</p>		
<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. 	<p>[A 4.3.1] Hold Family Data Nights/Curriculum Nights Data Nights and Family Curriculum Nights will be help to inform parents of their child's progress, and to offer ways to support the student at home.</p>	<p>Kimberly Eason, Principal</p>	<p>03/21/2025</p>		

<p>* Quarterly parent meetings will result in an increase in participation by at least 10%.</p> <p>* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p>					
	<p>[A 4.3.2] Send Weekly Parent and Stakeholders Communication</p> <p>The Principal will prepare and send weekly parent memo by Sunday, 1PM of each week. This will gather student discipline and attendance data from discipline team and attendance secretary to include in weekly memo. ILT team will organize data for monthly data information to be included in the newsletter. Teachers will submit pictures and stories or upcoming events to principal by 9AM on Friday.</p>	<p>Kimberly Eason, Principal; Antoine Gnintedem, Asst. Principal, SEL Team</p>	<p>05/23/2025</p>		
	<p>[A 4.3.3] Convene the Annual Title I Meeting</p> <p>The Annual Title I Meeting will be held to inform families of children participating in Title I programs about the program and their rights to be involved in their child's education.</p>	<p>Carlos Smith, Title I Facilitator</p>	<p>09/30/2024</p>		
	<p>[A 4.3.4] Convene Annual Title I Meeting</p> <p>The Annual Title I Meeting will be held to inform families of children participating in Title I programs about the program and their rights to be involved in their child's education.</p>	<p>Carlos Smith, Title I Facilitator</p>	<p>09/27/2024</p>		