# **Montgomery County Annual Plan (2023 - 2024)**

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| **[G 1] Improve Student Achievement**\*The district will create an environment that promotes active student engagement and consistent improvement in academic achievement among preK-12 students from all backgrounds and programs by implementing research-based practices and enhancing standards-based curriculum, instruction, and assessment resources.\***Performance Measure**1. Increase SWD Overall Indicator Score Average from 1.67 to 2.0.2. Increase ED Overall Indicator Score Average from 2.17 to 2.8. \*\*2021-2022 CMCSS Student Group Heat Map: \*\* |
| **Strategy** | **Action Step****Schools Must Enter Action Steps Here** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Content and Subgroup Supports**CMCSS will provide rigorous support and additional resources to all students and subgroups. Additionally, continue to provide additional support to address the needs of all students in core content, students in Tier categories, students under an IEP or Section 504, English language learners, and students at risk of not graduating or graduating college and career ready.**Benchmark Indicator**District curriculum teams will analyze and prepare for ELA and math data chats after each district unit assessment and after the three screener assessments.**Evidence**Student supports in Tennessee [Research based Academic Supports, Non-academic supports, and Family and Community Support]<https://www.tn.gov/education/student-support/student-supports-in-tn.html>Tier 4 |  |  |  |  |  |
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| **[S 1.2] SPED/APR**CMCSS will improve in the following areas under IDEA: APR Indicator1 Graduation Rate; APR Indicator 2 Drop Out Rate; Indicator 3 Statewide Assessment; Indicator 5 LRE (Ages 5 in K through 21; Indicator 6 LRE Ages 3 through 5 Not in K; Indicator 7 Early Childhood Outcomes; Indicator 11 Child Find; Indicator 12 Part C to Part B Transition; Indicator 13 Secondary Transition with IEP Goals.The special population department will conduct regular meetings with TDOE to prepare a comprehensive plan to meet all APR goals.**Benchmark Indicator**1. Data analysis and supports after each district unit ELA and math assessment. |  |  |  |  |  |
| **[S 1.3] Differentiated Support for Reward, TSI, and ATSI**District leadership team will help schools review various data points to determine student learning gaps and use multiple resources to develop strategies to address the needs of students. This work will assist in identifying schools who are near the threshold for being TSI and ATSI schools as well as those nearing Reward status.**Benchmark Indicator**Instruction team will meet monthly with school administrators to support their understanding of their relationship to the reward and targeted status. |  |  |  |  |  |
| **Evidence**[NIET High Quality Curriculum Implementation](https://drive.google.com/file/d/1Kfz8MR43awlRUY0ThuTJbgWQQiHROAYb/view?usp=sharing) [Potential of High Quality Curriculum](https://drive.google.com/file/d/1pVoGpf7P3LTocEtTru_kWX8w8FkqUaEG/view?usp=sharing) (page 2-5)[The Opportunity Myth](https://drive.google.com/file/d/1fe-8XEA-0TP72B9LSQ_k6SEaxPFayvPR/view?usp=sharing)  |  |  |  |  |  |
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| **[S 1.4] Improving Academic Achievement in ELA and Mathematics**Implement research-based literacy and math practices utilizing high-quality instructional materials to increase student mastery of grade level expectations (including those from historically underperforming subgroups to include ED, EL, SWD, and BHN).**Benchmark Indicator**District curriculum teams will analyze and prepare for ELA and math data chats after each district unit assessment and after the three screener assessments. |  |  |  |  |  |
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| **[S 1.5] Extended Learning and Learning Acceleration**The district will facilitate various in-person and virtual opportunities for students that promote continued learning and positive development beyond school hours: before and after school, during school, and throughout the summer.**Benchmark Indicator**District curriculum teams will analyze and prepare for ELA and math data chats after each district unit assessment and after the three screener assessments. |  |  |  |  |  |
| **[G 2] Expand Student Supports**\*Staff will create strong partnerships with our students, family members, guardians, and the community to implement resources and supports to establish a positive school culture and climate that meets preK-12 students’ physical, social, and emotional needs. \***Performance Measure**1. Reduce OSS from 6.7% to 4.4%2. Reduce Remandments from 1.1% to 0.7%.  \*\*Student Expulsions: \*\*a) 2020-2021 = 0.1 %b) 2021-2022 = 0.2%3) \*\*Student Suspensions (ISS): \*\*a) 2020-2021 = 3.3 %b) 2021-2022 = 9.1%4) \*\*Student Suspensions (OSS): \*\*a) 2020-2021 = 2.1 %b) 2021-2022 = 6.7%5) \*\*Student Remandments to the Alternative School: \*\*a) 2020-2021 = 0.2%b) 2021-2022 = 1.1% |
| **Strategy** | **Action Step****Schools Must Enter Action Steps Here** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] SEL/Mental Health/MTSS**Advance student academic, behavioral, and social and emotional growth through implementation of a multi-tiered system of supports that includes frequent progress monitoring.**Benchmark Indicator**1. SEL pacing guide monthly fidelity checks by the district Director of SEL to compare with online counseling and social worker referrals. 1. Looking for a correlation between the completion of SEL lessons and the number and severity of referrals in our SIS. 2. Looking for a correlation between the completion of SEL lessons and the number of outside mental health referrals. |  |  |  |  |  |
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| **[S 2.2] Discipline**Provide schools with tools and resources to improve student discipline.**Benchmark Indicator**1. SEL pacing guide monthly fidelity checks by the district Director of SEL to compare with SIS incident referrals.1. Looking for a correlation between the completion of SEL lessons and the number and severity of referrals in our SIS. |  |  |  |  |  |
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| **[S 2.3] Student Attendance and Chronic Absence**Actively engage families, communities and business partners, along with all district departments, to promote daily attendance and build awareness of the impact of lost instructional time on students’ academic and emotional success.**Benchmark Indicator**The CMCSS Service Navigator and Foster Care Liaison will conduct a review of attendance in SIS every four weeks for at-risk populations. They will concurrently review data from building level FIT Champions/Foster Care Student Success Coach that is collected weekly. |  |  |  |  |  |
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| **[G 3] Maximize Employee Capacity**\*The district will create a competitive recruitment strategy for all positions, expand multiple pathways into the teaching profession, and increase individualized professional learning opportunities for all positions to ensure CMCSS students are provided access to a high-quality learning environment to graduate college and career ready. \***Performance Measure**1. Increase district CMCSS Certified employee retention rates from 82.4% to 85.4%. 2. Increase district CMCSS Classified employee retention rates from 79% to 81.2%.\*\*CMCSS Certified Retention Rate: \*\*1. 2019–2020 Retention rate: 88.37%2. 2020–2021 Retention rate: 85.9%3. 2021–2022 Retention rate: 82.4%\*\*CMCSS Classified Retention Rate: \*\*1. 2019–2020 Retention rate: 83.3%2. 2020–2021 Retention rate: 81%3. 2021–2022 Retention rate: 79% |
| **Strategy** | **Action Step****Schools Must Enter Action Steps Here** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 3.1] Recruitment and Retention**Ensure that staff orientation, support, and mentorship is of sufficient intensity and duration to recruit and retain the best staff to address the needs of schools and students.**Benchmark Indicator**Tracking fill rates throughout the year for board presentations. |  |  |  |  |  |
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| **[S 3.2] Professional Learning**Provide training and leadership programs for all employees to gain skills and certifications ensuring that students have contact with highly qualified staff on every level.**Benchmark Indicator**Monthly meetings evaluating teacher feedback to ensure trainings are meeting the needs of staff. |  |  |  |  |  |
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