

Morton Middle School School
Improvement Plan at a Glance, 2021-2022

Schoolwide Strategy:

Engagement – Gradual Release, Learning Goals, Checks for Understanding

School Improvement Criteria	Coaching Look Fors/Success Criteria
<p>Attendance Our school will increase the number of student in the NOT CHRONIC (green) domain by 2%. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95.</p> <p><u>Strategy(ies)</u></p> <ul style="list-style-type: none"> • The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains) • Focus on relationship building between staff and students and their families by teaming and PRIDE (advisement), (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains) 	<ul style="list-style-type: none"> • Staff engage daily with students promoting and recognizing attendance • Teachers/Staff use methods to ensure all students feel welcome and connected to school • Teachers provide positive feedback to support daily attendance and promote future attendance • Teachers record attendance daily and immediately following start bell • Secretarial staff record attendance daily and immediately per BOE Policy • SSLs plan and facilitate weekly attendance meeting • Building Leaders attend SSL Facilitated Attendance Meetings • SSLs attendance and presenting attendance information at data reviews • School Counselors make phone calls to parent/guardian of students who have reached 5-day milestone and document in Student Services Contact log
<p>MTSSB</p> <p><u>School MTSS-B Goal:</u> Tier 1- Increase the use of Effective Classroom Practices and school wide use of specific positive feedback as measured on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI). Schools will show a minimum increase of 10% in each SAS system: Schoolwide, Non-Classroom and Classroom. 10% is a sign of deliberate change of practice on an anonymous self-assessment.</p> <p><u>Strategies:</u> <u>Tier 1</u></p> <ul style="list-style-type: none"> • Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices. • Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity. • Use schoolwide management strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior. • Staff will consistently follow the school's Behavior Flowchart to address behavior incidents. 	<p><u>Success Criteria:</u> <u>Tier 1</u></p> <ul style="list-style-type: none"> • Staff will teach, model and practice behavior expectations using the lessons and language from the school's behavior matrix. • Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students. • School-wide acknowledgement system used to reinforce student behavior. • Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time. • There will be less students sent out of classrooms due to problem behaviors.

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<p>Tier 2- Implement systems and practices for identifying and supporting students with frequent minor problem behavior incidents. 80% of the students in a Tier 2 intervention will successfully fade out of the intervention as measured by the Tier 2 Dashboard.</p> <p><u>Strategies:</u></p> <p><u>Tier 2</u></p> <ul style="list-style-type: none"> • Assemble a Tier 2 team that will meet the needs of students who need short term targeted intervention. • Develop and use a Tier 2 Action Plan that will guide and document Tier 2 implementation • Maintain Tier 1 strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior. 	<p><u>Success Criteria:</u></p> <p><u>Tier 2</u></p> <ul style="list-style-type: none"> • Team will develop decision rules for Tier 2 nominations • Staff will assist monitoring and implementing Tier 2 interventions
<p>Academics Morton will increase student engagement by focusing on best practices of engagement: Gradual release of instruction, purpose (Learning goals and essential questions), and mastery (checks for understanding)</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Use of specific Best Instructional Practices (AQuESTT: Educational Opportunities and Access; AdvanceEd: Resource Capacity) <ul style="list-style-type: none"> ○ Gradual Release ○ Checks for Understanding ○ Learning Goals • Differentiated professional development with staff choice in topic area and level of expertise 	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • Reduction in students earning Ds and Fs • Increase the number of students at or above grade level norms (GLN) on MAP • Teachers improve lesson planning at weekly department meetings to ensure gradual release of instruction is presented with fidelity. • Effective use of IXL to guide instruction. • NSCAS summative assessments, we will increase the percent of students who are identified as “On Track” or “College and Career Ready” • MAP Growth Assessment, we will increase the percent of student identified as “At” or “Above” the grade level norm. • MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals. • MAP Growth Assessment, we will close the achievement gap as measured by each class’s mean scores compared to the national norm RIT in the fall and spring.

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Staff/Department Meeting Dates	Grade Level/Team
8/9, 8/10, 8/13, 8/16 9/23, 9/30 10/4, 10/18 11/1, 11/15 12/6, 12/13 1/10, 1/24 2/14, 2/28 3/7, 3/28 4/4, 4/11 5/2, 5/16	Teams meet daily: <ul style="list-style-type: none"> • Monday/Friday Curriculum/Interdisciplinary Planning • Tuesday Student concern days • Wednesday Professional Development • Thursday Data review – student concerns Department Meetings are held once a month Grade level meetings weekly during Wednesday PD
<p><u>District Professional Development Days</u></p> <p><u>August Curriculum Day</u> <u>October Curriculum Day</u> <u>April Professional Development Day</u></p>	

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