MSD

Goals
Increase district test scores by 5% district wide by focusing instruction on key ideas and details.
Increase district test scores by 5% district wide by focusing instruction on numbers and operations, modeling, and ratios/proportions.

MES

Goal	Learning Targets	Strategies
Increase the percentage of students meeting benchmark (Level 3 or 4) in **Reading** by **5%** from 29% to 34% on Reading ATLAS state summative assessments.	Students will improve informational reading proficiency. a. Increase Vocab Knowledge b. Text Structure and Features c. Utilize technology for reading enhancement d. Practice writing in response to informational text. e. Transfer skills to other content areas.	-Targeted Interventions -Literacy focus in content and specialty classes -Professional Development -Inclusive practices for K-6 IEP entitled students -All students in 3rd-6th grades who scored a level 1 on the spring ATLAS assessment will have Individualized Reading Plans. -All students in K-2 who have scored a level 1 on their fall ATLAS screeners will be assigned Individualized Reading Plans and will participate in appropriate testlest specific to their learning needs.
Increase the percentage of students meeting benchmark (Level 3 or 4) in **Math** by **5%** from 22% to 27% on Math ATLAS state summative assessments.	Students will improve understanding of number and operations skills by: a. Building a strong number sense. b. Master basic math fact fluency skills. c. Identify parts of a whole. d. Use and apply problem solving in math operations. e. Utilize technology for math enhancement	-Targeted Interventions -Vertical Alignment of Curriculum -All K-2 students who score level 1 on the fall ATLAS math screener will have Math Intervention Plans and monitor progress through testlests. -All students in 3rd-6th grades who scored a level 1 on the spring ATLAS assessment will have individualized Math Intervention Plans. -Math Enrichment in SMART Lab and H.O.T.S classes

		-Inclusive practices for K-6 IEP entitled students
Reduce the number and intensity of discipline incidents by 5% across all grade levels as demonstrated on e-school discipline reports by the end of 2023-24 school year.	Students will improve behavior by: a. Learning appropriate social emotional coping strategies in order to develop personal growth and reflection.. b. Practicing conflict resolution and building healthy relationships . c. Gaining self- and social- awareness skills.	-Professional Development for Deescalation /Restraints -Mustang Mentors/Project Prevent Program -Professional Development on Bullying Prevention -Daily Character Strong curriculum lessons
Increase the percentage of students meeting benchmark (Level 3 or 4) in **Science** by **5%** from 35% to 40% on Science ATLAS state summative assessments.	Students will improve science skills by: a. Developing skills in designing experiments and tests, gathering data, and analyzing results. b. Understanding the importance of making predictions and testing them with evidence. c. Exploring cause-and-effect relationships in natural systems (e.g., how pollution affects ecosystems). d. Using critical thinking to solve problems and apply scientific concepts.	Targeted Interventions -Vertical Alignment of Curriculum -Science Enrichment in SMART Lab and H.O.T.S classes -Inclusive practices for K-6 IEP entitled students

MHS

Goal	Learning Targets	Strategies
Maintain the 4-year graduation rate of **97%** by the end of the 2024-2025 school year as compared to the 2023-2024 School Year.	1. MHS will use the Daily Advisory/What I Need (WIN) Period to: a. Develop Positive Relationships b. Increase Academic Performance c. Discuss Post-Secondary Planning d. Focus on Student Success Plans	1. Making connections between high school work and postsecondary work. 2. Providing opportunities for students to attend Career Fairs. 3. Focusing on questions that require a higher DOK level. 4. Provide a more academic rich environment in the classroom by including anchor charts and student work displayed and daily objectives posted. 5. Implement the “On to College” program to prepare students for

		post secondary education and ACT preparation. 6. All students are assigned an Advisor and meet weekly to review grades, attendance, missing work, social emotional check-in, etc.
By the end of the 2024-2025 academic year, Midland High School will increase the percentage of students meeting benchmark (Level 3 or 4) in **Reading** by **5%** from **28% to 33%** as measured by the ATLAS state summative assessment.	Students will increase reading proficiency by a focus being placed on: 1. Reading Fundamentals and Vocabulary a. Summary b. Theme Development c. Cite Evidence d. Academic Vocabulary e. Greek and Latin Prefix, suffix, bases, connectives, roots f. Word Choice g. Figurative Language 2. Reading Informational Text a. Order & Sequence b. Main Idea Paragraph c. Evidence & Supporting (Key) Details d. Text Features e. Annotation f. Compare-Contrast	1. ELA: a. Use of High Quality Instructional Materials in the ELA classrooms. b. All students with Level 1 on the 2024 ATLAS Spring Summative Assessment will have a Literacy Intervention Plan developed to focus on areas of need. c. All 7th and 8th-grade students in need of support for ELA intervention will attend Varsity Tutor online tutoring sessions with a live ELA tutor. Frequency: 3 times per week for 25 minutes per session during the first semester. All 9th-11th grade students in need of support for ELA intervention will attend intervention with a certified teacher in that subject area. Frequency: 2 times per week for 25 minutes per session. d. 7th and 8th grade students identified as high need in Reading were placed in an intensive reading intervention period for the 2024-25 school year. 2. Math: a. Focus on common math vocabulary. 3. Science: a. Enhance student performance in reading over the academic year by

		incorporating non-fiction texts and the Claim, Evidence, Reasoning (CER) framework in the science classroom. 4. Social Studies: a. Increase the frequency of reading/analyzing primary sources. 5. CTE: a. Making connections between high school work and postsecondary work. b. Providing opportunities for students to attend Career Fairs. 6. All Areas: a. Focusing on questions that require a higher DOK level. b. Provide a more academic rich environment in the classroom by including anchor charts and student work displayed and daily objectives posted.
By the end of the 2024-25 school year, Midland High School will decrease the percentage of students scoring at a Level 1 in ELA by 5%, scoring from 30% Level 1 on the 2023-24 school year to 25% as measured by the ATLAS 2024-25 state summative assessment.	Students will improve reading proficiency by a focus being placed on: 3. Reading Fundamentals and Vocabulary a. Summary b. Theme Development c. Cite Evidence d. Academic Vocabulary e. Greek and Latin Prefix, suffix, bases, connectives, roots f. Word Choice g. Figurative Language 4. Reading Informational Text a. Order & Sequence b. Main Idea Paragraph c. Evidence & Supporting (Key) Details d. Text Features e. Annotation f. Compare-Contrast	1. All students with Level 1 on the 2024 ATLAS Spring Summative Assessment will have a Literacy Intervention Plan developed to focus on areas of need. 2. ELA teachers will provide targeted interventions with students 2 days a week for 25 minutes.

By the end of the 2024-2025 academic year, Midland High School will increase the percentage of students meeting benchmark (Level 3 or 4) in **Mathematics** by **8%** from **12% to 20%** as measured by the ATLAS state summative assessment.	Students will improve math proficiency by a focus being placed on: 1. Modeling- displaying data in a variety of ways (tables, graphs, charts) and being able to interpret the data 2. Ratios/Proportions- defining proportional relationships, unit rate (dependent/independent variables) 3. Math Vocabulary List 4. Linear relationships- Connections between the graphed line and writing the equation.	1. ELA: a. Focus on common academic vocabulary. 2. Math: a. Utilize High Quality Instructional Materials in the math classroom. b. All students with Level 1 on the 2024 ATLAS Spring Summative Assessment will have a Math Intervention Plan developed to focus on areas of need. c. All 7th and 8th grade students and 9th-12 grade students who are in need of additional Mathematics intervention will attend Varsity Tutor online tutoring sessions with a live mathematics tutor. Frequency: 3 times per week for 25 minutes per session. d. Focus on common math vocabulary. 3. Science: a. Increase student performance in math by incorporating data analysis questions using tables, charts, and graphs in classroom activities and assessments in science classrooms. b. Increase focus and interest in STEM related coursework, practices, and careers by offering courses in Project Lead the Way (PLTW) in 7th and 8th grade. 4. Social Studies: a. Increase the frequency of reading/analyzing charts and graphs 5. CTE: a. Making connections between high

		school work and postsecondary work. b. Providing opportunities for students to attend Career Fairs. 6. All Areas: a. Focusing on questions that require a higher DOK level. b. Provide a more academic rich environment in the classroom by including anchor charts and student work displayed and daily objectives posted.
By the end of the 2024-25 school year, Midland High School will decrease the percentage of students scoring at a Level 1 in Mathematics by 5%, scoring from 55% Level 1 on the 2023-24 school year to 50% as measured by the 2024-25 ATLAS state summative assessment.	Students will increase math proficiency by a focus being placed on: 1. Modeling- displaying data in a variety of ways (tables, graphs, charts) and being able to interpret the data 2. Ratios/Proportions- defining proportional relationships, unit rate (dependent/independent variables) 3. Math Vocabulary List 4. Linear relationships- Connections between the graphed line and writing the equation.	1. All students with Level 1 on the 2024 ATLAS Spring Summative Assessment will have a Math Intervention Plan developed to focus on areas of need. 2. Math teachers will provide targeted interventions with students 2 days a week for 25 minutes.

By the end of the 2024-2025 academic year, Midland High School will increase the percentage of students meeting benchmark (Level 3 or 4) in **Science** by **5%** from **33% to 38%** for as measured by the ATLAS state summative assessment.	Students will improve Science proficiency by a focus being placed on: 1. Earth Systems 2. Earth and Human Activity 3. Structures and Processes 4. Ecosystems 5. Matter and Interactions 6. Heredity 7. Biological Evolution	8. ELA: a. Teachers will encourage students to read non-fiction texts and take Accelerated Reader assessments over material. 9. Math: a. Increase focus and interest in STEM related coursework, practices, and careers by offering courses in Project Lead the Way (PLTW) in 7th and 8th grade. 10. Science: a. Increase student performance over the academic year by utilizing High Quality Instructional Materials (HQIM) in science classrooms, and

		integrating higher Depth of Knowledge (DOK) level questions into instruction, ensuring that assessments engage students in critical thinking, problem-solving, and analysis. 11. Social Studies: a. Increase the frequency of reading/analyzing charts and graphs. 12. CTE: a. Making connections between high school work and postsecondary work. b. Providing opportunities for students to attend Career Fairs. 13. All Areas: a. Focusing on questions that require a higher DOK level. b. Provide a more academic rich environment in the classroom by including anchor charts and student work displayed and daily objectives posted.
By the end of the 2024-25 school year, Midland High School will decrease the percentage of students scoring at a Level 1 in Science by 5%, scoring from 22% Level 1 in the 2023-24 school year to 17% as measured by the ATLAS 2024-25 state summative assessment.	Students will improve Science proficiency by a focus being placed on:. 1. Earth Systems 2. Earth and Human Activity 3. Structures and Processes 4. Ecosystems 5. Matter and Interactions 6. Heredity 7. Biological Evolution	8. All students with Level 1 on the 2024 ATLAS Spring Summative Assessment will have a Science Intervention Plan developed to focus on areas of need. 9. Science teachers will provide targeted interventions with students 2 days a week for 25 minutes. 10. A classroom teacher designated as a Lead Professional Educator will provide Science remediation to students each week.
Reduce the number and intensity of discipline incidents by 5% across all grade levels	Students will improve behavior by: 1. Attending and participating in social/emotional training during the Advisory period each week.	1. “Character Strong” lessons provided to students on a weekly basis. 2. Handle discipline in the classroom

as demonstrated on e-school discipline reports by the end of 2024-25 school year.	2. Practice conflict resolution strategies with the school counselor in small group sessions.	(treating students with respect, taking maturity level/age into account). 3. Professional Development for Deescalation and Restraint practices offered to all staff. 4. Implement the Mustang Mentors/Project Prevent Program. 5. Professional Development on Bullying Prevention provided to all staff. 6. NAESC professional development provided to all staff on classroom management techniques and student engagement.