



## **Middleton Middle School Academy - Program Overview**

**Purpose:** The purpose of MMS Academy is to create a program designed to educate students who have not been successful in the regular school environment, often because of behavior, disciplinary and safety related concerns.

- MMS Academy will be a program designed around building-wide behavioral and academic interventions.

**Location:** The South End of Annex A (right next to Middleton Academy)

**Program Specifics:** All MMS Academy students will start out in a self contained program

- MMS Academy students will follow the middle school's trimester schedule.
- MMS Academy students will have their own lunch time schedule that will start at 11:25am (before the 6th graders eat lunch in their cafeteria)
- Two classes will be created, one teacher will teach Math and Science and the other will teach English Language Arts and Social Studies.
- Electives will be taught within the self contained program. Students that have made progress in both academic and behavioral goals will be able to enroll in middle school elective classes.
- Health instruction will be built into the Eighth Grade curriculum
- Two groups of approximately 15 students will go between the two classrooms throughout the school day.
- The Behavioral Intervention EA will have a "cool down" room where students that are struggling with classroom behavioral issues will have an opportunity to reflect on their actions and earn their way back to full class participation by demonstrating appropriate behavior(s).
- SPED services will be provided.
- Counseling services will be provided.
- Academy students are eligible to participate in MMS athletics.
- Academy students will have access to the library.
- Academy students may attend MMS activities, assemblies, end of year activities and programs.

**Start Date:** Proposed January 4, 2022

# What qualifications are there for a student to be considered at-risk?

Grades six (6) through twelve (12) can be served by alternative schools. In 2015, the Idaho State Legislature changed the law to allow the enrollment of sixth grade students in alternative schools or programs.

To be considered an at-risk youth the state stipulates that the student must meet any three (3) of the following criteria in Section A, or any one (1) criteria in Section B.

## Section A:

- Has repeated at least one (1) grade.
- Has absenteeism that is greater than ten (10%) percent during the preceding semester.
- Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
- Has failed one (1) or more academic subjects in the past year.
- Is below proficient, based on local criteria or standardized test, or both.
- Is two (2) or more credits per year behind the rate required to graduate or for grade promotion.
- Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment

## Section B:

- Has a documented or pattern of substance abuse.
- Is pregnant or a parent.
- Is an emancipated youth.
- Is a previous dropout.
- Has serious personal, emotional, or medical issue(s).
- Has a court or agency referral.
- Demonstrates behavior that is detrimental to their academic progress.

## Three Guiding Principles for MMS Academy:

### **#1 - Trauma Informed Instruction that is Tailored to Meet the Needs of our At-Risk Youth**

- i. Traumatic and stressful childhood experiences can place children at great risk, it is vital that our students receive constant support and consistent structure to help build the proper coping skills. Trauma informed instruction calls for revamping the traditional approach to teaching and intervention methods to help teachers more effectively build positive connections with their students with the goal of increasing academic achievement.

### **#2 - Measurable Growth in Literacy and Math Skills**

- ii. Effective literacy and math instruction means we set aside what feels good and looks good to ensure student achievement results are guiding our preparation and instruction. Our students can learn to read at (or near) proficient levels when provided with instruction designed to meet their specific academic needs. Every Academy course will incorporate daily literacy (critical writing skills) instruction and objectives built into our lessons. Daily formative assessments will completely drive and guide our literacy and math instruction.

### **#3 - Growth in Social-Emotional Skills**

- iii. Academics matter little if our students lack the grit to overcome adversity and/or have little control over their own impulses. We must have the patience to build and foster relationships with our students in order to teach the social-emotional skills that the majority of our students are lacking. Teaching our students positive coping mechanisms to help overcome adversity is an essential component to the success of this program.

# MMS Academy Process for Referral

MMS uses data from all of the below interventions, and the At Risk Youth Qualifications designated by the state, to refer a student to the MMS Academy.

1. Positive Behavior Intervention Supports
  - a. Vikes tickets
  - b. Vikes store
  - c. PBIS forms for Vikes values in classrooms
  - d. Relationship building with teachers.
  - e. Valhalla after school program
2. Vikes Class
  - a. Vikes Presentation each Monday (teaches values, behavior expectations)
  - b. Grade checks and do homework
  - c. Get support from teachers on missing work
3. Attendance and Tardies
  - a. Phone calls
  - b. Letters
  - c. Lunch Detention
4. Grades
  - a. Administrators meet with poor performers on Mondays.
  - b. Vikes class
  - c. Intervention classes in reading math and study hall
  - d. Valhalla after school program
5. Office referrals for behavior
  - a. Students are assigned an admin for continuity for 3 years.
  - b. Communication with parents.
  - c. In and out of school suspensions
  - d. Behavior contracts
  - e. Partnership with parents and SRO

## MMS Academy - Sample Schedule

<b>MMS Academy</b>				
Times	Math / Science Teacher	ELA / Social Studies Teacher	Health and PE Teacher	
Breakfast 7:40-8:00	Breakfast	Breakfast		
Advisory / Vikes 8:00-8:30	Group A 6th/7th Grade	Group B 7th/8th Grade		
Passing Period 8:30-8:35	Passing Period	Passing Period		
Period 1 8:35-10:00	Group B - Math 7th/8th Grade	Group A - ELA 6th/7th Grade		
Passing Period 10:00-10:05	Passing Period	Passing Period		
Period 2 10:05-11:25	Group A - Math 6th/7th Grade	Group B - ELA 7th/8th Grade		
Lunch 11:25-11:55	Lunch	Lunch		
Period 3 11:55-12:20	Group B - Science 7th/8th Grade	Group A - Social Studies 6th/7th Grade		
Passing Period 12:20-12:25	Passing Period	Passing Period		
Period 4 12:25-1:40	Group A - Science 6th/7th Grade	Group B Social Studies 7th/8th Grade		
Passing Period 1:40-1:45	Passing Period	Passing Period		
Electives / Workshops 1:45-2:40	Teacher Prep	Group A Elective / Workshop 6th/7th Grade		Group B Health 7th/8th Grade
Passing Period 2:40-2:45	Passing Period	Passing Period		Passing Period
Electives / Workshops 2:45-3:45	Group B Elective / Workshop 7th/8th Grade	Teacher Prep		Group A PE 6th/7th Grade