



School Improvement Plan 2022 - 2023



**Miller County
Miller County Elementary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Miller County
School Name	Miller County Elementary School
Team Lead	Jamie Ard
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title II, Part A Title IV, Part A Title V, Part B

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Students reading at grade level Lexile expectations
Root Cause # 1	Students have limited reading opportunities and experiences with grade level texts outside school time. They also have limited amounts of remedial opportunities at school and especially outside the school setting.
Goal	The percentage of students at Miller County Elementary in 3rd, 4th, and 5th grades scoring at or above grade level in regards to Lexile achievement measures on the Georgia Milestones will improve from an average of 52% to an average of 55% or higher by May 2023.

Action Step # 1

Action Step	<p>Students will take STAR tests to track Lexile growth (August, November, March, May).</p> <p>Students will maintain data folders in which Lexile progress will be documented.</p> <p>Teachers will conference with students regarding their Lexile growth.</p> <p>Implementation of iStation in K-3rd grade (possibly 4th and 5th as well); Specific interventions provided for student using this program; Data used to track student growth</p> <p>AR will be implemented with a plan for students to be able to make frequent and regular visits to the library to check out books to read. Rewards offered for meeting monthly goals.</p> <p>Rewards for Lexile growth.</p> <p>Tracking and monitoring of fluency rates.</p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>Focused and intentional lessons on finding and citing evidence in texts to support responses</p> <p>Wonder Works/Seeing Stars for T2/T3 students with Interventionist</p> <p>Take Wonders Weekly Assessment and Unit Assessments online and monitor assessment data</p> <p>Double Dose of Reading instruction for Exceptional Ed students</p>
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Action Step # 1

Action Step	<p>Focus on improving reading stamina in all grade levels by providing opportunities to read longer and more complex texts on a regular basis.</p> <p>Use academic vocabulary consistently.</p> <p>Use sentence starter cards and require students to respond in complete sentences.</p>
Funding Sources	Consolidated Funding
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p> <p>Immigrant</p>
Systems	<p>Coherent Instruction</p> <p>Effective Leadership</p> <p>Professional Capacity</p> <p>Family and Community Engagement</p> <p>Supportive Learning Environment</p>
Success Criteria for Implementation	At least 55% of students in 3rd, 4th, and 5th grades will achieve grade level expectation in regards to Lexile score according to Georgia Milestone results from the 2023 assessment cycle.
Success Criteria for Impact on Student Achievement	At least 55% of students in 3rd, 4th, and 5th grades will achieve grade level expectation in regards to Lexile score according to Georgia Milestone results from the 2023 assessment cycle.
Position/Role Responsible	Jamie Ard/Principal
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student Writing
Root Cause # 1	Teachers have limited ability to provide specific writing instruction to address specific student needs at differentiated levels. Students have limited language, so if they cannot say it, they cannot write it.
Goal	The percentage of students at Miller County Elementary in 3rd, 4th, and 5th grades scoring at the Level 3 and Level 4 achievement levels in ELA on the Georgia Milestones will improve from an average of 38% to an average of 41% or higher by May 2023.

Action Step # 1

Action Step	<p>Consistently and purposefully teach students how to write appropriate introduction sentences beginning in K utilizing Write Score lessons and resources</p> <p>Collaborative work with classmates to write and critique writing using rubrics</p> <p>Writing Across the Curriculum</p> <p>Consistently and purposefully teach students how to write appropriate conclusion sentences beginning in K utilizing Write Score lessons and resources</p> <p>Collaborative work with classmates to write and critique writing using rubrics</p> <p>Writing Across the Curriculum</p>
Funding Sources	Consolidated Funding
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p> <p>Immigrant</p>
Systems	<p>Coherent Instruction</p> <p>Professional Capacity</p> <p>Supportive Learning Environment</p>

Action Step # 1

Success Criteria for Implementation	3rd, 4th, and 5th grade GA Milestone Level 3 and Level 4 achievement in ELA will improve from 38% to 41% or higher by May 2023.
Success Criteria for Impact on Student Achievement	3rd, 4th, and 5th grade GA Milestone Level 3 and Level 4 achievement in ELA will improve from 38% to 41% or higher by May 2023.
Position/Role Responsible	Jamie Ard/Principal
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Problem Solving
Root Cause # 1	Students are limited based upon their reading ability when it comes to solving problems. Also, making connections and background experiences are challenges to successfully solving problems.
Goal	The percentage of students at Miller County Elementary in 3rd, 4th, and 5th grades scoring at the Level 3 and Level 4 achievement levels in Math on the Georgia Milestones will improve from an average of 35% to an average of 38% or higher by May 2023.

Action Step # 1

Action Step	<p>Close reading strategies applied as reading word problems to identify the question to be answered and key terms to lead to that conclusion</p> <p>Apply knowledge of such mathematical concepts as place value, knowledge of fact fluency, subtracting with regrouping, and operations involving fractions to solve real-life problems</p> <p>Collaborative work with classmates to solve problems</p>
Funding Sources	Consolidated Funding
Subgroups	<p>Economically Disadvantaged</p> <p>Foster</p> <p>Homeless</p> <p>English Learners</p> <p>Migrant</p> <p>Race / Ethnicity / Minority</p> <p>Student with Disabilities</p> <p>N/A</p> <p>Immigrant</p>
Systems	<p>Coherent Instruction</p> <p>Professional Capacity</p> <p>Supportive Learning Environment</p>
Success Criteria for Implementation	Students in 3rd, 4th, and 5th grades scoring at the Level 3 and Level 4 achievement levels in Math on the GA Milestones will improve from an average of 35% to 38% or higher by May 2023.
Success Criteria for Impact on Student Achievement	Students in 3rd, 4th, and 5th grades scoring at the Level 3 and Level 4 achievement levels in Math on the GA Milestones will improve from an average of 35% to 38% or higher by May 2023.

Action Step # 1

Position/Role Responsible	Jamie Ard/Principal
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Instructional Practices: Gifted Learners/High Achieving Students
Root Cause # 1	Lack of teacher support and training when addressing the needs of gifted and high achieving learners
Goal	<p>The percentage of students at Miller County Elementary in 3rd, 4th, and 5th grades scoring at Level 4 achievement in ELA will improve from an average of 8.3% to an average of 11.3% or higher by May 2023.</p> <p>The percentage of students at Miller County Elementary in 3rd, 4th, and 5th grades scoring at Level 4 achievement in Math will improve from an average of 5% to an average of 8% or higher by May 2023.</p>

Action Step # 1

Action Step	<p>Interventionist utilized to provide differentiated instruction for gifted/high achievers</p> <p>Continued implementation of Genius Hour</p> <p>PD for Gifted certified teachers</p> <p>Application of differentiated instruction for the gifted/high</p> <p>Project Achievement participation in collaboration with 4H/Extension Service</p> <p>Special Field trips tied to standards</p> <p>Utilization of resources provided on the GADOE site</p>
Funding Sources	Consolidated Funding
Subgroups	<p>Economically Disadvantaged</p> <p>Race / Ethnicity / Minority</p> <p>N/A</p>
Systems	<p>Coherent Instruction</p> <p>Professional Capacity</p> <p>Supportive Learning Environment</p>
Success Criteria for Implementation	Average Level 4 achievement for 3rd, 4th, and 5th grade students in ELA will improve from 8.3% to 11.3%, and the average 3rd, 4th, and 5th grade students scoring at a Level 4 level in Math will improve from 5% to 8% by May 2023.

Action Step # 1

Success Criteria for Impact on Student Achievement	Average Level 4 achievement for 3rd, 4th, and 5th grade students in ELA will improve from 8.3% to 11.3%, and the average 3rd, 4th, and 5th grade students scoring at a Level 4 level in Math will improve from 5% to 8% by May 2023.
Position/Role Responsible	Jamie Ard/Principal
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).		
	We sought feedback in several different ways. First of all, surveys were created for students and parents. We were able to review the results of the parent survey with stakeholders who came to our School Improvement session during the stakeholder involvement portion of our meeting. A survey was also created to gather input from all staff members for professional learning so that differentiated professional development can be provided to our staff members. Finally, each grade level team had a representative at our School Improvement meeting to review data and discuss next steps based on the data we reviewed.	

<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>We will ensure that all students are taught by teachers who are rated as effective based upon TKES ratings.</p> <p>We will ensure that all students are taught by teachers and staff who have appropriate certification.</p> <p>We will see to place students with experienced teachers as much as possible. When students are taught by inexperienced teachers, we will see to not place them in such a classroom for consecutive school terms.</p> <p>We will work to create rosters that reflect the general population of our school as much as is possible so that no particular classroom is disproportionate.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The Title I instructional program at Miller County Elementary seeks to "level the playing field" for our at-risk students by providing additional support over and above what is provided by the local school system. Subject areas addressed include ELA, writing, and math.</p> <p>ELA in general is a major area of concern for Miller County Elementary. To combat this challenge, we will continue utilizing Reading Wonders. We will continue to utilize Wonder Works for intervention and progress monitoring purposes for students in Tier 2 and Tier 3. We will continue to utilize our Reading interventionist to provide remediation and interventions for Tier 2 and Tier 3 students, including Seeing Stars usage with our K-2nd students. Growing Readers implementation for our Kindergarten through third grade teachers will continue as well. Furthermore, in addition to grade level reading instruction, students who are below grade level will also be provided with extra 30-45 minute reading instruction on their level each day. Edmentum will be utilized to provide extra support for ELA. Teachers will continue to use Write Score to sure up our writing instruction delivery. We will continue to utilize Illustrative Math and iLearn as our primary curriculum, Extra Math for fact fluency practice and assessment, and Edmentum for additional support.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Not applicable</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	We are in contact with early childhood centers in our district about the learning needs of our students. We work closely with our PK teachers and staff members who are in a different building than our K-5 students regarding the learning needs of students prior to their entry into Kindergarten. PK students also came for a tour of our facilities prior to the end of the school term.
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	The district will seek to foster partnerships with area industries and businesses so that on the job training can take place in a natural and meaningful manner as part of students' educational experiences.
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	We will work to be proactive in the area of student discipline. We will teach rules, expectations, and procedures clearly and consistently to begin with. We will then work to provide meaningful professional development in regards to dealing with diverse learners so that teachers and staff members are more empathetic towards students. When rules and expectations are violated, we will work to clearly teach the correct behaviors and seek to praise and reward students after they have demonstrated that they learn from past negative behaviors. Furthermore, we look to provide engaging and challenging learning experiences to help students stay focused on learning.

ADDITIONAL RESPONSES

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8. Use the space below to provide additional narrative regarding the school's improvement plan.	The School Improvement Committee was formed by taking a representative from each grade level and an Exceptional Education representative in addition to the administrative team to provide feedback and guidance from their perspectives to improve academic, social, and emotional development of the students attending Miller County Elementary. The group examined grade level data from the previous year and used the 2022-2023 CNA to guide their planning for the 2022-2023 school term.
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