



School Improvement Plan 2022 - 2023



**Miller County
Miller County High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Miller County
School Name	Miller County High School
Team Lead	Mr. Tommy Tabb
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	Lack of Student Engagement
Root Cause # 1	Lack of Standards Based Instruction (Instructional Strategies)
Root Cause # 2	Lack of student engagement
Goal	All teachers will consistently use standards based instruction.

Action Step # 1

Action Step	Schedule Instructional Rounds Central Office and RESA Schedule Professional Development
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Sign in sheets and agendas
Success Criteria for Impact on Student Achievement	Instructional Rounds Feedback
Position/Role Responsible	Principal/Tommy Tabb
Timeline for Implementation	Monthly

Action Step # 1

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)?	Instructional Rounds Faciliatory RESA Consultants
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Data Driven Instructional Decisions
Root Cause # 1	Lack of using our data to make instructional decisions Lack of curriculum and assessment use with Fidelity
Goal	Administer MAP, use MAP student progress document, print and send family reports, Data Digs after assessments, and instructions driven from results of the assessment.

Action Step # 1

Action Step	Schedule to administer MAP
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Success Criteria for Implementation	Principal, Curriculum Director, and Academic Coach Schedule MAP Testing
Success Criteria for Impact on Student Achievement	Student Progress Monitoring Data Driven Instructional Decisions
Position/Role Responsible	Principal, Curriculum Director, and Academic Coach
Timeline for Implementation	Quarterly

Action Step # 1

<p>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)?</p>	
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3. REQUIRED QUESTIONS

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

Required Questions

<p>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).</p>	<p>Parent Meeting & Parent Surveys Faculty Meetings & Teacher/Staff Surveys Leadership Meetings</p>
<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>All students will benefit from standards based instruction. Flexible groups, student collaboration, student centered activities, and consistent expectations will ensure all students are served. Our teachers are highly qualified, effective, and experienced to assist our students needs.</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>Math and ELA will use MAP to identify the most academically at-risk students. Science, social studies, and fine arts will develop pre/post tests to monitor progress and data digs using data analysis questions will drive instruction. Curriculum use with fidelity is the instructional program.</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>No applicable</p>

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>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.</p>	<p>N/A</p>
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<p>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.</p>	<p>Dual Enrollment, Guidance scheduling parent/student meeting with higher education to assist with financial aid, middle to high school parent/student transition meeting, work-based learning, healthcare science courses for entry level careers in the medical field, CTAE Advisory Council Guidance reviews the requirements for each grade and requirements for graduation. Pathways and work-based learning are also explained to students and parents.</p>
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<p>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.</p>	<p>The Code of Conduct has been modified to reduce discipline problems. The Dress Code has been modified, approved by the board, and published early to reduce discipline problems. Edgenuity has been purchased and will add another intervention before discipline problems escalate. Consulting Behavioral Specialist as needed.</p>
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ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>MCHS school improvement plan is focusing on student engagement and data driven instructional decisions to improve the learning process and education plan for our students.</p>
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