School Improvement Plan
2022 - 2023

Miller County
Miller County Middle School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Miller County
School Name	Miller County Middle School
Team Lead	Cleve Roland
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 IV, Part B Title V, Part B

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	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	Improvement of communication through effective leadership
Root Cause # 1	Leadership Team Meetings
Goal	To maintain an effective and functioning leadership team

Action Step # 1

Action Step	The Leadership Team will maintain proper documentation of Leadership meetings. -The School Improvement Plan team will maintain proper documentation of School Improvement/Action Plan meetings. -The School Improvement Plan team will meet 3 times per year to review and update the action plan.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership
Success Criteria for Implementation	-Documentation of meeting minutes, actions, and outcomes.
Success Criteria for Impact on Student Achievement	-Data collected and reviewed at department and grade level meetings to adjust instructional practices.
Position/Role Responsible	- Curriculum Director -Principal -Academic Coach -Teachers
Timeline for Implementation	Others : ongoing

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)?	-RESA Consultants -Vendor/Professional Learning Consultants

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improvement of coherent instruction through curriculum management
Root Cause # 1	Integration of structured curricula and rigor of instruction
Goal	Standards based curricula will be used in all academic courses

Action Step # 1

Action Step	Use of adopted curriculum with fidelity in all courses.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	-Submission of Lesson Plans - Completion of Professional Development -Curriculum Feedback -Instructional Rounds Feedback
Success Criteria for Impact on Student Achievement	Student data indicates progress toward mastery of standards.
Position/Role Responsible	-Curriculum Director -Principal -Academic Coach -Teachers
Timeline for Implementation	Others : Ongoing

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)?	- RESA Consultants -Vendor /Professional Learning Consultants

Action Step # 2

Action Step	Student in intervention will be grouped according to identified needs. Intervention Schedule: -30 min in ELA (IXL) -45 min in Math (ALEKS)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	-Software Usage Reports -Data Digs -Instructional Rounds Feedback -Student progress monitoring data sheets
Success Criteria for Impact on Student Achievement	Student will self monitor progress using data sheets based on learning goals.
Position/Role Responsible	-Curriculum Director -Principal -Academic Coach -Teachers
Timeline for Implementation	Others : Ongoing

Action Step # 2

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)?	RESA Consultants Vendor/ Professional Learning Consultants

Action Step # 3

Action Step	Incorporate Instructional Walkthroughs -Scaffolding -Flexible student grouping -Effective use of interventions -Post conferencing
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	-Feedback given at SIP -Feedback delivered at department/grade level meetings -Collaboration to implement strategies recommended from formal and informal observations -Feedback evident in follow-up formal and informal observations
Success Criteria for Impact on Student Achievement	-Student growth shown in data collected
Position/Role Responsible	-Curriculum Director -Principal -Academic Coach -Teachers
Timeline for Implementation	Others : Ongoing

Action Step # 3

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)?	RESA Consultants Vendor/ Professional Learning Consultants

Action Step # 4

Action Step	Increase student Lexile scores through 15 minutes of daily, uninterrupted reading time and NewsELA for reading across the curriculum.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	-Growth evident in STAR assessment data -Growth evident in MAP assessment data
Success Criteria for Impact on Student Achievement	Lexile Growth
Position/Role Responsible	-Media Specialist -Curriculum Director -Principal -Academic Coach -Teachers
Timeline for Implementation	Others : Ongoing

Action Step # 4

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)?	RESA Consultants Vendor/ Professional Learning Consultants

Action Step # 5

Action Step	Increase writing scores. -Teachers will utilize Write Score for 3 assessments per year. -Use language cards and sentence starters in all academic classes
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	-Analyze Write Score data, writing samples, and rubrics for growth
Success Criteria for Impact on Student Achievement	Student growth on Write Score assessment
Position/Role Responsible	-Curriculum Director -Principal -Academic Coach -Teachers
Timeline for Implementation	Others : Ongoing

Action Step # 5

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)?	

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase student engagement
Root Cause # 1	Student engagement
Goal	Increase opportunities for student engagement

Action Step # 1

Action Step	Increase opportunities for student engagement through: -Small group instruction -Student centered instruction -Student collaboration -Language of the standards -Opportunities to explain -Types and levels of questions asked by teachers and students -Collaboration with elementary school to observe small group instruction, rotations of groups, and student collaboration
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	-Lesson Plans show evidence of rigor -Instructional walkthroughs focusing on: +language of the standards +types and levels of questions asked +classroom conversations
Success Criteria for Impact on Student Achievement	Evidence of student growth in progress monitoring and assessment data.
Position/Role Responsible	-Curriculum Director -Principal -Academic Coach -Teachers -Students

Action Step # 1

Timeline for Implementation	Others : Ongoing

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)?	RESA Consultants Vendor/ Professional Development Consultants

Action Step # 2

Action Step	Teachers will utilize strategies from Teacher Clarity training. -What am I learning? (Use of learning objectives) - Why am I Learning it? (Use of I can statements) -How will I know when I have learned it? (Use of success criteria)
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	-Lesson Plans -Focused Instructional Walkthroughs
Success Criteria for Impact on Student Achievement	Evidence of student growth in progress monitoring and assessment data.
Position/Role Responsible	-Curriculum Director -Principal -Academic Coach -Teachers -Students
Timeline for Implementation	Others : Ongoing

Action Step # 2

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)?	RESA Consultants Vendor/ Professional Development Consultants

Action Step # 3

Action Step	Empower students to actively monitor their own progress -Students will track progress and discuss/explain their progress in: +IXL (ELA) +ALEKS (Math) +STAR/AR (Lexile) +MAP +Reading +Language Usage +Math
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Success Criteria for Implementation	-Student data notebooks -Class profile of data with anonymized data points
Success Criteria for Impact on Student Achievement	Evidence of student growth in progress monitoring and assessment data.
Position/Role Responsible	-Curriculum Director -Principal -Academic Coach -Teachers -Students
Timeline for Implementation	Others : Ongoing

Action Step # 3

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)?	RESA Consultants Vendor/ Professional Development Consultants

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).	*School Council Meetings *Stakeholder Meetings *Leadership Team Meetings *Faculty Meetings *Grade level Meetings *Department Meetings *Timely referral to programs and services

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.	*Ensure technical assistance is requested and follow through on understanding and reporting CPI, In-Field and PQ *Ensure that HR Director understands the process of hiring and that hiring procedures are followed

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).	*Academic Coach Services *Technical equipment and supplies *Tiered, research-based, intervention software *Neglected and delinquent schools - There are no neglected and delinquent facilities in the district. Should students residing in Miller County be placed in a N/D facility outside of the district, they will be given access to electronic platforms such as Edgenuity, MAP, ALEKS, IXL and USA Test Prep. All materials such as library books and coach books will be available to them as well. If there are supplemental materials that meet the unique needs of students in the N/D setting, those materials will be provided. Although N/D students do not have direct access to TI funded personnel, collaboration with the N/D facility can serve as documentation of need to obtain additional staff such as tutors or after school hours assistance.

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	Not applicable

(point system) that uses the objective criteria to rank all students.	

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.	Not applicable

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; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Students in the 8th grade attended World of Work where businesses presented information regarding their entity. These same students attended a workshop with Southern Regional Technical college. Eighth graders and their parents attended a high school transition meeting in order to familiarize them with high school expectations. The counselor advised all eight graders in regards to academic and elective for their ninth grade year. All middle school students participated in a health care career fair which was sponsored by Miller County Hospital.

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.	Teachers keep a discipline log. They follow procedures (silent lunch, reflective writing assignments, parent contact, after school detention) before formally sending students to the principal to handle discipline. Expectations and disciplinary procedures are thoroughly explained by the teachers and a copy is sent home for parents to review and sign along with their students.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	