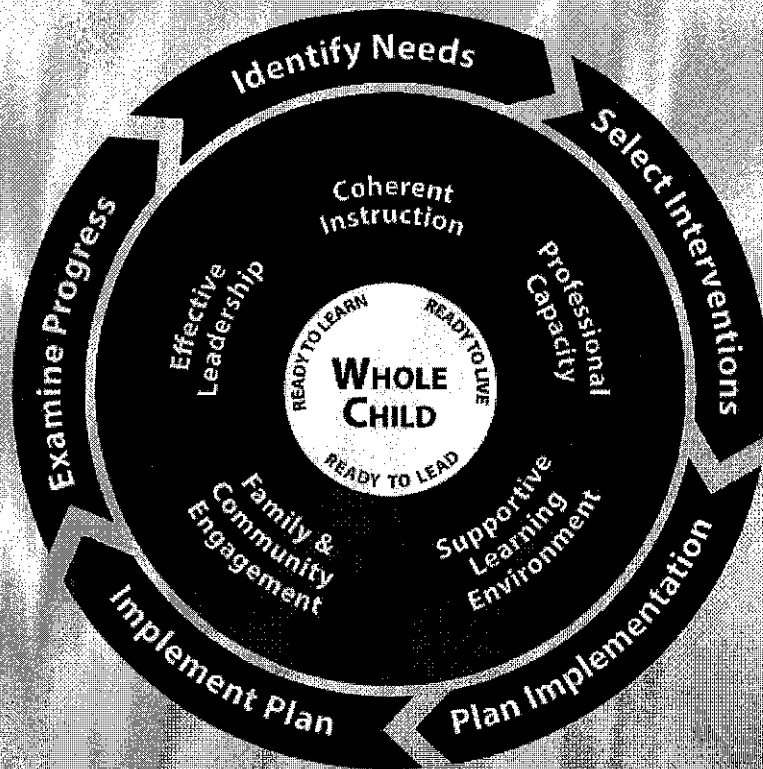




# School Improvement Plan 2021 - 2022



**Houston County  
Miller Elementary School**

# SCHOOL IMPROVEMENT PLAN

## 1 General Improvement Plan Information

### General Improvement Plan Information

	Houston County
	Miller Elementary School
	Elizabeth Johnson

Funding Method / Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factor(s) Used to Identify Students in Poverty	
<input checked="" 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

Need	Improvement in student achievement in all core subject areas (Reading, Writing, Math, Science, and Social Studies) for all students (K-5)
Goal	Rigorous use of content and common standard-specific vocabulary for each grade-level
Indicator	Lexile performance by students at all grade levels
Strategy	Developing higher-order skills creatively so students can write proficiently in the Informational, Explanatory, and Persuasive genres
Strategy	Developing Number sense and math fluency for all grade-levels
Strategy	Using Milestones scores from Spring 2021 as baseline, Miller Elementary will increase scores for Spring 2022 by 3% in Reading, ELA, and Math.

#### Action Step # 1

Objective	Implement evidence-based literacy strategies by purchasing instructional materials and warehouse supplies
Legal Authority	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Target Population	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Strategic Area	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Activities	Observation of materials in classrooms Title I budget Teacher feedback Completion of needs analysis

Action Step # 1

	Administrators, Instructional Coach, Teachers, Students, Family Engagement Coordinator, Intervention para-professionals
	Weekly

What partnerships, if any, with LEAs, agencies, Non-LEAs are being used to address this goal? Will you be working with other schools or districts? If so, how? If not, why not?	
--	--

Action Step # 2

	Purchasing and utilizing Fountas and Pinnell Reading Resources, LLI kits, Classroom libraries, Social Studies Weekly, and Accelerated Reader to improve student Lexile levels, comprehension, phonics skills, and to provide reading incentives for reading.
	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
	Classroom Observations Data Analysis Grade-Level Collaboration Meeting Discussions Teacher Data Notebooks

Action Step # 2

	Lesson plans
	Administrators, Instructional Coach, Teachers, Students, Family Engagement Coordinator
	Weekly

--	--

Action Step # 3

	Use of I-Ready program for Reading and Math
	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
	Classroom Observations Data Analysis Grade-Level Collaboration Meeting Discussions Teacher Data Notebooks

Action Step # 3

Instructional Coach	Lesson plans Specials schedule - I-Reading used during computer lab time
Participants	Administrators, Instructional Coach, Teachers, Students
Frequency	Weekly

Instructional Coach	
---------------------	--

Action Step # 4

Instructional Coach	Use of Instructional Coach to guide continuous improvement in all subject areas
Standards	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Strategies	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Measures	Classroom Observations Instructional Coach Schedule Teacher surveys



Action Step # 4

	Administrators, Instructional Coach, Teachers, Students, Family Engagement Coordinator
	Weekly

What partnerships in the school, district, business, community, or other organizations are you developing or strengthening?	
---	--

Action Step # 5

	Use of Title I Intervention Para-professional to work with students with I-Ready
	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
	Classroom Observations I-Ready Analysis Computer Lab Schedule/Para-pro schedule I-Ready Reports
	Administrators, Intervention para-professional, students, teachers

Action Step # 5

Frequency of Implementation	Weekly
-----------------------------	--------

Detailed description of the activities, including the strategies, non-technology-based strategies, and any other information that will be used to describe the implementation of the action step(s)	
---	--

Action Step # 6

Title I, Part A	Purchase technology/computer equipment and materials needed to provide remedial instruction and enhance learning for the students
Title I, Part C	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Title I, Part D	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Title II, Part A	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Title III, Part A	Classroom Observations Computer Usage Lap Top chart check out system Teacher surveys Student surveys



Action Step # 6

Personnel	Administrators, Teachers, Students, Media Specialists, IT Specialist
Frequency	Weekly

Description Location Start Date End Date Status	
---	--

Action Step # 7

Action Step	Having a Family Engagement Coordinator provide parent education nights to educate our parents and to provide funding for printing costs of materials to be given to parents
Legal Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Stakeholders	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Strategies	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Resources	Family Engagement Nights sign-in sheets Participants List from Zoom meetings Cost of FEC spending for materials Family Engagement Coordinator's monthly reporting

Action Step # 7

Timeline for Implementation	Administrators Teachers Students Parents Family Engagement Coordinator Community volunteers/resources
Timeline for Implementation	Monthly

Timeline for Implementation	[Empty Cell]
-----------------------------	--------------

Action Step # 8

Title	Purchase science and math manipulative for students to use in the classrooms
Authority	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Eligible Population	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Key Components	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 8

<p>Activity</p>	<p>Classroom Observations Data Analysis Grade-Level Collaboration Meeting Discussions Teacher Data Notebooks Lesson plans</p>
<p>Responsible Party</p>	<p>Administrators Teachers Students Instructional Coach</p>
<p>Frequency</p>	<p>Monthly</p>

<p>Notes</p>	
--------------	--

Action Step # 9

<p>Activity</p>	<p>Purchase Write-Score program for 1st - 5th grade students to help with ELA. Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento</p>
<p>Responsible Party</p>	<p>Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities</p>

Action Step # 9

	Coherent Instruction Professional Capacity Supportive Learning Environment
	Classroom Observations Data Analysis Grade-Level Collaboration Meeting Discussions Teacher Data Notebooks Lesson plans
Positive Impacts	Administrators Students Teachers Instructional Coach
Frequency of Implementation	Yearly

Partnerships, if any Business Non- Government Community Other	
---	--

## 2. SCHOOL IMPROVEMENT GOALS

### 2.2 Overarching Need # 2

#### Overarching Need

Need	Improvement needed to increase the quality of the school staff's knowledge and skills
Current State	Limited knowledge on how to analyze student data to drive instruction
Goal	Limited teacher knowledge, preparation, and planning
Impact	Our goal is to improve the performance of sub-groups to close the achievement gaps, make progress, and meet growth and achievement targets by 3% in all tested subjects for 2022 Milestones compared to scores in Spring 2021.

#### Action Step # 1

Action Step	By attending conferences and workshops which provide training about essential standards and grade-level curriculum, the teachers' professional capacity will improve which will cause the students' knowledge and content mastery scores from MAP and Georgia Milestones to increase.
Legal Authority	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Target Population	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Strategic Pillars	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Measures of Success	Classroom Observations Data Analysis Grade-Level Collaboration Meeting Discussions Conference agenda Conference certificate of completion PL about what was learned at conference

Action Step # 1

Responsible Party	Administrators, Teachers, Instructional Coach, Students
Frequency	Weekly

What members of the team will be responsible for implementing this action step(s)?	
--	--

Action Step # 2

Action Step	Implement RTI with fidelity
Legal Sources	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Target Population	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systemic Supports	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Measurement and Data Collection Methods	Classroom Observations Data Analysis Grade-Level Collaboration Meeting Discussions Teacher Data Notebooks Lesson plans

Action Step # 2

Who will be involved?	Administrators, Teachers, Instructional Coach, Students
How often will this be done?	Weekly

What partnerships if any will be formed with IEDs, business, Non-Profit, Community, or organizations or any private or public agency or business?	
---	--

Action Step # 3

What is the goal?	Improve the quality of staff knowledge and skills through the PLC process
What are the standards?	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Who are the students?	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
What are the focus areas?	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
What are the measures of improvement and ELD?	Classroom Observations Discussions during grade level collaborations Stages of PLC process assessment Teacher surveys Student achievement results



Action Step # 3

Responsible Party	Teachers Administrators Instructional Coach Support staff
Frequency	Weekly

Where will this be implemented? (School, District, State, Federal, Business, Non-Profit, Community based organization, or any private entity with whom you have a relationship. If you are implementing in all capacity, you may omit this section.)	
---	--

Action Step # 4

Action Step Description	Providing substitutes to cover classes while teachers collaborate and have extended planning days to analyze data to drive continuous improvement and student engagement
Funding Source	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Target Population	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Key Components	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Key Materials	Substitute fill rate/sign-in sheets Collaborative planning agendas and minutes Sign-in sheet for collaborative planning

Action Step # 4

What are the activities?	Data analysis Lesson plans
Who is responsible?	Administrators Teachers Instructional Coach Support staff
How often will you implement?	Monthly

What are the activities?	
Who is responsible?	
How often will you implement?	

## 2. SCHOOL IMPROVEMENT GOALS

### 2.3 Overarching Need # 3

#### Overarching Need

Overarching Need #3: Students	Improvement needed to decrease student minor discipline infractions
	Teachers not aware of cultural needs of students and their unwillingness to change mindsets to teach and reach our 21st century learners
	Staff limited knowledge on how to deal with students with chronic behavior problems
	Environmental stress and trauma that students deal with and bring to school with them
	MES will decrease the number of office referrals by 40% in 2022 compared to the number of referrals in 2021 as a result of multiple tiers of support for discipline.

#### Action Step # 1

Action Step	Decrease overall school discipline through implementation of PBIS for Houston County
Funding Source	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A Title V, Part B IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Supporting Strategies	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Monitoring and Effectiveness	1. Monthly tracking and analysis of SWIS Data 2. PBIS rewards tracking system 3. PBIS Data team meeting minutes 4.
Responsible Parties	Administrators, Instructional Coach, SRO, Central Office PBIS representation, System PBIS Coach, Teachers, Students, and Parents

Action Step # 1

	Weekly
--	--------

<p>What description of an individual business, Non-Profit, Government, or other organization or an individual or a demonstrated record of success in the field implementing the program (include action steps):</p>	
---	--

Action Step # 2

	Registration and travel cost for staff attending PBIS conference in December
	<ul style="list-style-type: none"> <li>Title I, Part A</li> <li>Title I, Part C</li> <li>Title I, Part D</li> <li>Title II, Part A</li> <li>Title III, Part A</li> <li>Title IV, Part A</li> <li>IDEA</li> <li>McKinney-Vento</li> </ul>
	<ul style="list-style-type: none"> <li>Economically Disadvantaged</li> <li>Foster</li> <li>Homeless</li> <li>English Learners</li> <li>Migrant</li> <li>Race / Ethnicity / Minority</li> <li>Student with Disabilities</li> </ul>
	<ul style="list-style-type: none"> <li>Effective Leadership</li> <li>Professional Capacity</li> <li>Supportive Learning Environment</li> </ul>
	<ul style="list-style-type: none"> <li>Conference agenda</li> <li>Registration and travel expense statement</li> <li>Redelivery - PL on sessions attended at conference</li> <li>Conference Notes</li> </ul>
	<ul style="list-style-type: none"> <li>Administrators</li> <li>Teachers</li> <li>PBIS Committee Members</li> <li>PBIS Coach</li> </ul>

Action Step # 2

Frequency of implementation	Yearly
-----------------------------	--------

<p>...zations.</p> <p>...ccess</p>	
------------------------------------	--

Action Step # 3

Action Step	Registration and travel cost for staff attending Youth at Risk Conference in Savannah in March 2022
Legal Authority	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
	Effective Leadership Professional Capacity Supportive Learning Environment
	Conference agenda Registration and travel expense statement Redelivery - PL on sessions attended at conference Conference Notes
	Administrators Teachers Counselor

Action Step # 3

Frequency/Implementation	Yearly
--------------------------	--------

The chart is meant as a guide for the school to use in planning. It is not meant to be a checklist. The chart is meant to be used as a guide for the school to use in planning. It is not meant to be a checklist.	
--	--

Action Step # 4

Activity	Purchase supplemental materials and resources people need for behavior training and student awareness
Standards	Title I, Part A Title I, Part C Title I, Part D Title II, Part A Title III, Part A Title IV, Part A IDEA McKinney-Vento
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Strategies	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Formative/Summative Data	Packing slip of resources ordered Classroom Observations PL training notes Teacher survey Student survey

Action Step # 4

	Administrators Teachers Students Support Staff Counselor PBIS Coach
Frequency	Quarterly

--	--