



School Improvement Plan 2020 - 2021



**Miller County
Miller County High School**

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High School Improvement Plan

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SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Miller County
School Name	Miller County High School
Team Lead	Michael Simmons

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

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	Increasing attendance and graduation rate, while decreasing discipline issues.
Root Cause # 1	Chronic absenteeism is associated with a host of adverse academic outcomes
Goal	Creating a learning environment that is academically challenging and safe for all students

Action Step # 1

Action Step	Increasing the rigor in all classrooms by ensuring the following:
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES standard 2, 8, 7, Observations and walk-throughs , Professional Learning
Position/Role Responsible	Principal, Academic Coaches, Paraprofessionals, Teachers, Federal Programs Director
Timeline for Implementation	Weekly

What partnerships 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>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family & Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family & Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align</p>
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Action Step # 1

	school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.
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Action Step # 2

Action Step	Establish protocols and procedures for ensuring our school is safe
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	School safety plan, Survey's, Walk-throughs
Position/Role Responsible	Principal, Academic Coaches, Paraprofessionals, Teachers, Federal Programs Director
Timeline for Implementation	Yearly

What partnerships 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>Continue to work with FEMA and our local law enforcement agencies to ensure all safety plans meet FEMA requirements. Continue to do walkthroughs with the M&O director to ensure our school is following all protocols.</p> <p>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family & Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family & Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure</p>
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Action Step # 2

	continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.
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Action Step # 3

Action Step	Implementing strategies and tactics that offer support to instruction
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans, TKES walk-throughs, SIP, Academic Coach, Professional Learning
Position/Role Responsible	Principal, Academic Coaches, Paraprofessionals, Teachers, Federal Programs Director
Timeline for Implementation	Weekly

What partnerships 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>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family & Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family & Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align</p>
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Action Step # 3

	school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Review and revise the curriculum to provide equitable and challenging learning experiences to ensure that all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
Root Cause # 1	Students are not achieving the desired goals set in the curriculum
Goal	Decrease the percentage of Level I learners, while increasing the percentage of Level II learners in math and science

Action Step # 1

Action Step	<p>Ensure the following steps are carried out in order that Professional Learning for Differentiation is effective.</p> <p>Instruction will be differentiated by process, product and environment across all content areas</p> <p>Department heads will meet with academic coaches to collaborate on content alignment (or other direct instructional needs such as lesson and material planning)</p> <p>Instructional software will be used with fidelity and aligned to instruction by core content teachers of record</p> <p>Leadership Team will collaborate with academic coaches to ensure that professional learning and collaboration lends to standards based practices</p> <p>Leadership Team and academic coaches will collaborate to ensure that working procedures are developed to a Multi-Tiered System of Support aligned to evidence based practices</p> <p>Students and teachers will be provided technology and training for tools that provide immediate instructional feedback</p> <p>Universal screening, benchmarking, and progress monitoring will be designed and implemented with fidelity. Leadership team and instructional coach will ensure that each teacher is trained and has access to live data that supports instructional decision making</p> <p>Instructional methods that address improving Lexile will be addressed across content areas</p> <p>Teachers will embed using computer labs as part of core instruction</p>
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Action Step # 1

Action Step	Teachers will increase the usage of 1/1 technology by students A unified and consistent use of grading and assessment on completed assignments will be designed and implemented in a format that aligns to the overall data collection methods of the school such as benchmarking and progress monitoring
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES Observations, Co-teaching model, Professional Learning, Software, Computers, Interactive Technology
Position/Role Responsible	Principal , Teachers, Paraprofessionals, Academic Coaches, Federal Programs Director
Timeline for Implementation	Weekly

What partnerships 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>MCS provides input from parents and community for all of its school improvement and federal compliance measures through its Family & Community Engagement Stakeholder Group. The stakeholder group meets monthly on a combined district and school(s) level with family and community members organized through the Family Connections Partnership. The stakeholder group is the bridge between the voice of the family and community and the implementation of each school's Family & Community Engagement Plan which is imbedded in the district and school improvement plans.</p> <p>To ensure the effectiveness of the stakeholder process, each Principal has a leadership team whose charge is to provide evidence to support the following: process for conducting leadership team meetings, requirements to complete an agenda for a leadership team meeting, process for data analysis, interpretation, and reporting; process to ensure continuous school improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district improvement plans; review(s) of school improvement plans to district level administrative team, and communication between Principal and Leadership team.</p>
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve Family & Community Engagement Efforts
Root Cause # 1	School is not perceived as welcoming
Root Cause # 2	Lack of active transition from stakeholder involvement/planning to implementation of activities
Root Cause # 3	Lack of communication through technology
Root Cause # 4	Parents are unsure how to effectively help students succeed
Goal	Improving family & community engagement through technology at the secondary level

Action Step # 1

Action Step	Improve website and continually find ways to inform parents in their child's education
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Increase number of times website is accessed through program diagnostics
Position/Role Responsible	Federal Programs Director
Timeline for Implementation	Monthly

What partnerships 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)?	Parental involvement can have a tremendous effect on the academic achievement of students. Technology has given parents and teachers the opportunity to explore new ways of communicating. New technologies have the power to improve the parent-teacher relationship by providing easy, efficient, and effective methods of transferring information. Parents that know what is going on in the classroom can more effectively support their children in learning and achieving in all aspects of their education. Specifically, online grade books (Parent Portal) have become widely used in many school districts, giving parents and students 24-hour access to their grades and information about upcoming assignments. Miller County High admin and
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Action Step # 1

	leadership team will strive to create a culture that will allow all parents the opportunity to communicate to their children about their grades and in many cases, will prompt communication with teachers as well.
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Action Step # 2

Action Step	Establish procedural welcome and teacher/parent protocols
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Professional Development meeting sign-ins/agendas Survey responses from parents, community and staff
Position/Role Responsible	Federal Programs Director Principal
Timeline for Implementation	Monthly

What partnerships 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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SCHOOL IMPROVEMENT PLAN

3 Required Questions

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) was accomplished.</p>	<p>In developing this plan, we enlisted the help of representatives across all stakeholders. Leadership meetings were held which allowed teachers from all grade levels to come together and analyze various data sets provided in the comprehensive needs assessment, leading data from local benchmarks and EOC assessment data. During these meetings the teachers did the root cause analysis to determine the root causes and identified strategies to improve deficit areas. As we move forward the school will utilize to academic coaches to help lead the meetings. Data will be disseminated to the team and analyzed to determine if interventions we are using are effective.</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>The use of Title I academic coaches will be utilized to remediate in small groups, academic coaches will also be assigned to analyze data on ED, Minority, homeless and SWD students to determine growth and to provide leaders with strategies to help teachers build the academic vocabulary needed for success. Ensure we are creating a culture that results in a positive learning environment for these students. All students at Miller County High School will be provided extra help in reading, math and science. Students will receive additional support through IEP, 504, and RTI. The Federal Programs Director monitors all data related to ineffective, out-of-field, or inexperienced teachers and provide a monthly report to the leadership team on the data analyzed. The FPD collaborates with the CPI Coordinator, Human Resources Director, and Principals to offer guidance on the effective best practices that are in place for equitable instruction to students the system's 3 Schoolwide TI Schools. Each Principal should have access to the TII Equity plan, the FPD will ensure this is given to the principal in a timely manner with guidance and reports on the activities in the plan through districtwide leadership team meetings and tri-annual School Improvement Review Reports. The FPD ensures that districtwide activities support equitable instruction through professional developing, mentoring, and recruitment activities.</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>Evidence based instructional strategies will include flexible small group instruction, computer assisted instruction, writing instruction with the use of prompts, and graphic organizers.</p> <p>Teachers will host parent engagement nights so parents can identify with their child's current performance in all subject areas. New goals will be set. The school will put information on the web site, send home flyers and newsletters that will include strategies to help their student be successful.</p> <p>Benchmark tests given by the academic coaches will be used to analyze data to determine deficit areas of concern. Academic coaches will work closely with teachers and students to analyze data, while providing guidance in the areas the data shows is a concern.</p>

	<p>Each school has the following support mechanisms to support supplemental achievement outcomes for each Title I School.</p> <ul style="list-style-type: none"> - Computer Lab Paraprofessionals - Academic Paraprofessionals - Instructional Coaches - Instructional Software - Supplemental Instructional Materials - Computer equipment
<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>	N/A
<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>	N/A
<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>Students in the 8th grade will participate in a high school visit in may. During that time they are taken on a tour of the school and given an opportunity to ask questions. We will have a 9th grade orientation in August to set expectations for the new school year. Community Engagement activities provide information and and recommendation for parents whose students are in transition grades. Family Community stakeholders are provided with networking information to assist parents with website access to materials about transitions between schools as grades.</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.

Miller County High School staff will work diligently at providing proactive measures that are intended to teach replacement behavior for students. Teachers will work alongside academic coaches and be provided strategies and interventions on dealing with chronic disruptive students. The rising 8th graders will have a transition meeting to discuss with parents the expectations of middle school. Topics will include the curriculum, student code of conduct, dress code, extra curricular offerings, career planning.

ADDITIONAL RESPONSES

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

Overarching Need	Create a digital learning pedagogy and procedures for maintenance and operations to provide continual access to instruction to reduce interruptions in learning.
Root Cause #1	Lack of understanding of digital learning platforms, and ability to access learning remotely and independently
Goal	All teachers will create a Google Classroom with at least 4 digital learning opportunities throughout the 2020-2021 school year.

Action Step #1

Action Step	Provide Google Classroom Training for our teachers
Funding Sources	Title IA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring and Implementation and Effectiveness	Student products demonstrating standards mastery Teachers observations: Using technology consistently
Position/Role Responsible	Principal Federal Programs Director
Timeline for Implementation	Monthly

Action Step #2

Action Step	Create a survey to determine student digital accessibility away from school Increase the number of devices within the high school
Funding Sources	Title IA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring and Implementation and Effectiveness	Student products demonstrating standards mastery Teachers observations: Using technology consistently
Position/Role Responsible	Principal Federal Programs Director
Timeline for Implementation	Monthly

Action Step 3

Action Step	Digital learning opportunities embedded into lesson plans
Funding Sources	Title IA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring and Implementation and Effectiveness	Student products demonstrating standards mastery Teachers observations: Using technology consistently
Position/Role Responsible	Principal Federal Programs Director
Timeline for Implementation	Monthly

Action Step 4

Action Step	Provide students will Google login and email information
Funding Sources	Title IA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring and Implementation and Effectiveness	Student products demonstrating standards mastery Teachers observations: Using technology consistently
Position/Role Responsible	Principal Federal Programs Director
Timeline for Implementation	Monthly

SCHOOL IMPROVEMENT PLAN AMENDMENT #1

Action Plan

System: Miller County

School: Miller County High School

School Improvement Action/Strategy	Implementation Steps	Time line	Person Responsible	Progress Check / Status <u>Refer to the Artifacts/Evidence in the SIP to confirm the depth of the intended implementation.</u>
<p>Overarching Need #1 Improve student attendance while decrease discipline issues to help ensure classroom time is protected and maximized</p> <p>Root Cause #1 Lack of student/parent accountability combined with a lack of school based responses</p> <p>Goal: Create a school climate which promotes student attendance, appropriate behaviors while providing a welcoming and supportive learning environment</p>	<ul style="list-style-type: none"> • Schedule regular attendance meetings with parents to inform them of academic issues related to attendance. • Teachers' attendance monitoring in order to contact parents of attendance issues in a timely manner • Develop, implement, and publish attendance policies. • Mentoring program for students who have excessive absences • Make parent contacts and or home visits as needed. • Incentive program to decrease referrals and absences to improve absenteeism and behavior. • All bullying/behavior incidents are handled in a timely manner. • Contact parents when students have discipline issues • SRO is out in the building and visible 	<p>2020-2021 School Year (ongoing)</p>	<p>Principal Academic Coach Certified Staff Counselor SRO</p>	<ul style="list-style-type: none"> • Sign in sheets when meetings are held • Contact log • Letter sent home to students requesting a meeting • Agenda and sign in sheets from the mentoring program • Leadership team meeting sign in sheets and minutes – addressing Overarching need #1 • Faculty Meeting sign in sheets and minutes addressing SIP items • Safety walk reports – provided from the safety director

SCHOOL IMPROVEMENT PLAN AMENDMENT #1

<p>Overarching need #1 c Improve graduation rate and course completion rate.</p> <p>Root Cause: Lack of accountability. Specific graduation information and lack of rigorous classroom instruction</p> <p>Goal: Accurate information/accountability measures while increasing rigor with the classroom.</p>	<ul style="list-style-type: none"> ● Regular credit checks and monitoring ● Regular grade monitoring to ensure completion of required courses ● EOC monitoring, benchmarks, etc to encourage course completions ● College/tech/voc courses offered on campus ● Odyssey ware & other methods of credit repair/recovery ● Review and revise the ELA, Math, Science, Social Studies curriculums ● MAP and Benchmark Testing to identify those struggling students in order to provide targeted interventions. 	<p>2020-2021 School Year (ongoing)</p>	<p>Testing Coordinator Curriculum Director Academic Coach Certified Staff Principal Curriculum Director</p>	<ul style="list-style-type: none"> ● Student credit monitoring form ● Odyssey enrollment and attendance ● Data generated from benchmarks and MAP Testing Analyzed
School Improvement Action/Strategy	Implementation Steps	Timeline	Person Responsible	Progress Check / Status Refer to the Artifacts/Evidence in the SIP to confirm the depth of the intended implementation
<p>Overarching Need #2 Provide an ability to teach and learn digitally</p> <p>Root Cause: Lack of understanding of digital learning platforms, and ability to access leading remotely and independently</p> <p>Goal: All teachers will create a Google Classroom with at least 4 digital learning opportunities throughout the 2020-2021 school year.</p>	<ul style="list-style-type: none"> ● Provide Google Classroom Training for our teacher ● Create a survey to determine student digital accessibility away from school ● Increase the number of devices within the high school ● Digital learning opportunities embedded into lesson plans ● Increasing classroom technology ● Provide students will Google login and email information 	<p>2020-2021 School Year (ongoing)</p>	<p>Testing Coordinator Curriculum Director Academic Coach Certified Staff Principal Curriculum Director Technology Director Federal Programs Director</p>	<ul style="list-style-type: none"> ● Teacher completed the training and printed a competition record. ● Survey was created for parents to provide feedback on accessibility form home ● 3 new Chromebook carts were added to the high school ● Student emails were created and made available to students ● Purchase new ClearTouch panels for classroom teachers