



School Improvement Plan 2020 - 2021



**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, Principal

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	Increase achievement and Lexile levels in ELA/Reading in the MCMS general population and sub-populations.
Root Cause # 1	It was determined that there is a need to work with teachers/ students on additional training in writing, assisting with vocabulary development, vertical alignment with lower grades, acquire resources for writing and reading such as ReadWorks and increase writing/ reading across the curriculum. Administrative staff also need to fine-tune professional learning needs for ELA/Reading. Vertical alignment is also needed with HS ELA teachers so our students are better prepared for success. Supplemental materials are needed to support this need such as computer applications, study guides, coach books and book sets.
Goal	MCMS will show growth in ELA/Reading achievement and student growth in the general population and sub-populations in GMAS scores and formative assessments.

Action Step # 1

Action Step	Provide supp. res (workbooks, software, books, tech/ computers, etc.) to support ELA/Reading instruction. Teachers will have vertical alignment meetings to review domain data and discuss specific learning targets and needs of student population. The domain data in the past has shown need for lexile and writing remediation. Remediation checklist plan will be implemented to pull those students with remediation needs during their activity period on a periodic basis to strengthen weak domains. The teachers will also utilize the data collected from Istation and USA test prep to create the remediation plan checklist. The TKES evaluations will be conducted to monitor effectiveness of instructional planning and strategies. Teachers will also utilize SLDS to retrieve data from student test history to establish learning targets for ELA/reading. Maintain a productive relationship with our local RESA for support and academic success in ELA/reading growth. Administrative staff also need to fine-tune professional learning needs for ELA/Reading. Supplemental materials are needed to support this need such as computer applications, study guides, coach books and book sets. ELA teachers will be submitting writing samples to RESA to determine effectiveness of teaching writing. Collaboration with curriculum director, academic coach, and teachers will attend workshops to reflect on student writing and determine what areas need work and what areas are strengths. RESA has already sent a representative to help with Lexile and writing this year. RESA did an instructional audit and gave feedback to ELA teachers during their planning to enhance curriculum alignment and pacing. The curriculum director, principal, and teachers meet to determine what instructional materials would be needed to assist in student growth in ELA. Those books and teacher guides have been ordered by the school. Teachers will continue to work with the curriculum director and academic coaches to monitor progress of students through data from formative and summative assessments. The use of Istation and USA test prep has been a good resource for the teachers to create assessments and monitor progress of student. Teachers will also use coach books to supplement instruction.
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Action Step # 1

Action Step	Vertical alignment meetings were held in the ELA department and updating coach books was suggested.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	software usage, lesson plans, RTI intev plans, Non-SGP's, comp. intervention reports, TKES evaluations
Position/Role Responsible	Principal, Academic Coach, SPED director, counselor, federal programs director, curriculum 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)?	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. 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. RESA collaboration to ensure academic effectiveness and professional development needs of faculty and staff.
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase academic achievement in Science/STEM activities in the MCMS general population and sub-populations.
Root Cause # 1	Limited focus on importance compared to ELA/Math regarding GA Milestones testing. More rigor and STEM related activities.
Root Cause # 2	Continued professional development is needed in the area of science as it relates to new curriculum and standards/ best practices. Supplemental resources such as computer applications, hand-on experimental activities, engineering resources, study guides and other resources are needed to provide enrichment to basic texts.
Goal	MCMS will increase achievement and student growth in eighth grade science GMAS scores and prepare students for career pathways related to science.

Action Step # 1

Action Step	<p>Miller County Middle School science teachers have attended science workshops at Southwest Georgia RESA. The middle school will also collaborate with CTAE director and counselor to give guidance to middle school students and show the career pathways that are offered at the high school. The science related pathways in our rural district are Healthcare and Agricultural related, which will require an extensive knowledge of science to prepare students for these pathways. Teachers will utilize SLDS, benchmark data, and assessments used on USA Testprep to determine the learning targets of students. TKES evaluations will be completed throughout the year to monitor instructional effectiveness. Teachers will also supplement instruction using USA testprep software and workbooks. Continued professional development is needed in the area of science as it relates to new curriculum and standards/ best practices. Supplemental resources such as computer applications, hands-on experimental activities, engineering resources, study guides and other resources are needed to provide enrichment to basic texts. STEM activity and hands on activities will increase in the coming year. The Science Academy June 4th-5th will also provide a "Bring a Standard" break out session where we will work with fellow teachers from the region to create STEM activities to go along with the standards we've brought. We will also work with a 4H representative for STEM projects monthly.</p> <p>6th and 7th grade need updated Coach books and access to USA Testprep that align with the new science standards and rigor. Coach books are used as part of the basis of the benchmarks in these grades, and students need to experience the same level of rigor in 6th/7th benchmarks as they'll encounter in their 8th grade benchmark and Milestones tests. Rigor is being pushed in regular class instruction and USA Testprep is needed for 6th and 7th grade science in order for all students to have more rigorous styled questions before they reach 8th and take the Milestones.</p>
Funding Sources	Title I, Part A

Action Step # 1

Subgroups	Economically Disadvantaged English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Meetings, GMAS scores, TKES evaluations, Professional development, and graduation plans
Position/Role Responsible	Principal, teachers, counselor, CTAE director, SPED director, and academic coach, federal programs director, curriculum 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)?	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. 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.
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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 attendance rates.
Root Cause # 1	Attempts to correct this have included involving the SRO, making many phone calls home, wellness checks, utilizing counseling as a wrap-around services, documented phone calls from the principal, letters sent home from truancy officer, and incentives from police chief and grade level teams. Causes for attendance issues include parent apathy, student academic delays, limited understanding of the importance of school attendance and limited parent involvement/ engagement.
Goal	Decrease absenteeism of students missing more than ten days in a year and five days in a semester.

Action Step # 1

Action Step	Collaborate with community organizations such as Colquitt Police Department and local businesses to offer incentives for students with positive attendance rates. Also reward students with drawing for free tickets to school sports functions with measured positive attendance. Continue to make contact with students in different ways that are absent.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Parent contact log and attendance reports.
Position/Role Responsible	Principal, SRO, SPED director, Counselor, and Teachers
Timeline for Implementation	Monthly

Action Step # 1

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementating in carrying out this action step(s)?	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. 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, requiremens 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 developmetn for teachers to connect the school improvment 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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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase achievement in Mathematics in the MCMS general population and sub-populations.
Root Cause # 1	Many students have limited foundations in basic math skills which affect progress toward grade level math skills. Written response on math questions for Milestones and rigor of instructional material.
Root Cause # 2	Math achievement in most grades and populations has made some improvement over the last few years, but still remains below state targets in many areas and sub-populations, especially in our SWD.
Goal	Increase achievement and student growth in math on GMAS for grades sixth, seventh, and eighth grade.

Action Step # 1

Action Step	<p>Teachers will continue vertical alignment and review domain data from previous scores to determine academic weaknesses. Teachers will also align TKES goals with professional needs. Miller County Middle School will work with local RESA to facilitate training in Math. SLDS will also be utilized for professional needs and to determine past data of students in the area of math. Remediation plan checklist will be completed each month by teachers to focus on the needs of students with weaknesses in specific domains. Teachers will utilize supplemental instructional tools such as workbooks and software (Ilearn and USA test prep) to enhance instruction. TKES evaluations will be completed periodically to monitor instructional planning and strategies. Math achievement in most grades and populations has made some improvement over the last few years, but still remains below state targets in many areas and sub-populations, especially in our SWD. The teachers and students need to continue to utilize supplemental math materials such as work books, computer applications/ technology and practice materials/ manipulatives with greater fidelity. Interpretation of data from previous years' Georgia Milestones reveals that 6th, 7th, and 8th grade math increased in student growth. Interpretation of Cohort Data shows great improvement among the achievement levels of the GMAS. Closing the gap still remains an issue in all subjects as well as math. RESA has been here this year to complete instructional walkthroughs and offer assistance in unit writing and pacing guides for all math teachers. Academic coaches have organized instructional reviews and communicated effectively with RESA to create opportunities for our teachers to grow professionally. Teachers have compiled data notebooks and use SLDS to find students with deficits in areas of need for student growth. The RESA representative also helped the teachers see the importance of teaching within the standards and not to cover material that will not be on the GMAS tests. Teachers will use strategies to focus on how to effectively respond to written response questions. When creating unit assessments, teachers will select test items based on the depth of knowledge in order to increase the rigor of the curriculum. All teachers will strive to increase the percentage of students scoring in the proficient and</p>
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Action Step # 1

Action Step	above categories on the GMAS test. Also continue using Ilearn and USA Testprep to supplement instruction. Academic coaches will provide data feedback and assist in utilization of programs like Ilearn, USA Testprep and Odysseyware. Also academic coaches will assist with modeling classroom instructional strategies to move to a more student-focused learning environment. The leadership team with the academic coach will determine professional development needs for each department. Vertical alignment meetings were held with the Math department. In this meeting teachers recognize the use of chromebooks for flex grouping and using the supplemental software with the smartboard to assist in instructional activities. Coach books remain a source for math teachers to supplement instruction and teachers understand that updated coach books that are aligned with the curriculum will help in reaching our instructional goals for the year. Teachers continue to view data and any students that need remediation will have a remediation checklist with weaknesses noted and instructional strategies in place to increase student achievement.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	Team meetings, Remediation plan checklist, TKES goals, Professional Development, Data and usage report from Ilearn and USA test prep, and GMAS scores, TKES evaluations
Position/Role Responsible	Principal, Academic Coach, Counselor, SPED director, and Teachers, curriculum 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)?	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. 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
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Action Step # 1

	improvement, process to provide staff developmetn for teachers to connect the school improvment 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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2. SCHOOL IMPROVEMENT GOALS

2.5 Overarching Need # 5

Overarching Need

Overarching Need as identified in CNA Section 3.2	Decrease discipline incidents in the MCMS general population and sub-populations.
Root Cause # 1	Limited resources and training in methods to teach and reward positive expectation and behaviors.
Root Cause # 2	Lack of parent communication and cooperation to address behavior/ discipline problems before they become majors. Need positive rewards to promote positive behaviors.
Goal	Decrease the overall number of discipline incidents for the year at MCMS

Action Step # 1

Action Step	The principal will monitor discipline rates and times when discipline incidents occur to determine if there is pattern of behaviors or if professional development is needed for staff. The use of TKES evaluation will also be implemented to evaluate classroom environment. Student code of conduct will be given in writing to each student addressing the expectations of behavior and consequences for such behaviors. Parent contact logs and agenda books will be utilized by teachers ensuring proper communication from school to home. SRO will assist in making sure that the school has a safe and positive learning environment for the students and staff. The Counselor will make classroom presentations on bully prevention and make recommendations for any student that may need additional counseling to be referred to Aspire counseling services, our local affiliate for counseling needs. Each student at Miller County Middle School will be issued a Student Handbook. Contained within this handbook will be a detailed listing of expectations in regards to accepted behavior at school. Each teacher will give a thorough explanation of the rules contained within the handbook. Teachers will work together with a suggested use of a discipline notebook which will accompany each class; therein, providing documentation to better help maintain practices of good behavior. Several suggestions designed to encourage good behaviors that can be implemented within the discipline plan all hinge upon a system of positive rewards. Examples of these rewards could be free passes to various sporting events; possible exemption days throughout the school year; collaboration with local businesses to provide incentives in the form of food/gift cards; teaming up with local law enforcement to provide rewards for good discipline and attendance. The Alternative School will continue to offer support for students that are at risk with a setting that will provide continued growth. Students attending the alternative school will continue to utilize Odysseyware, USA Test prep, and Ilearn for classroom instruction with the assistance of academic coaches and alternative school teacher.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 1

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Parent contact logs, professional development with RESA, Discipline data from powerschool, Counselor training, SRO training, and referrals for wrap around services
Position/Role Responsible	Principal, SRO, Counselor, SPED director, and Teachers
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)?	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. 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.
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2. SCHOOL IMPROVEMENT GOALS

2.6 Overarching Need # 6

Overarching Need

Overarching Need as identified in CNA Section 3.2	Establish functioning Family & Community Engagement activities, procedures and protocols that align to the 6 Family & Community Engagement standards
Root Cause # 1	Lack of communication through technology.
Root Cause # 2	School is not perceived as welcoming at times. More parent engagement with teacher activities.
Root Cause # 3	Parents are unsure how to effectively help students succeed
Root Cause # 4	Parents are unsure how to effectively help students succeed. More teacher focused instructional sessions with parents to keep them engaged in academic resources made available to their children.
Goal	Increase the number of survey responses regarding effectiveness of FACE efforts from parents, community, and staff

Action Step # 1

Action Step	Improve website structure via supplemental access features. Have more teacher/parent instructional focus meetings.
Funding Sources	N/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

Action Step # 1

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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Action Step # 2

Action Step	Establish procedural welcome and teacher/parent meeting protocols
Funding Sources	Title I, Part A N/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 signins/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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Action Step # 3

Action Step	Increase evidence of active FACE engagement through 3 modes: 1) Technology Driven Activities, 2) Increasing number of parents in the stakeholder process, 3) Access of Parent Resource Center activities and materials
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	Software diagnostics, sign-ins/agendas, check-outs
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>The Miller County Middle School Improvement Plan was derived from many partners of the school and community. You will find documentation of meeting notes, agendas, surveys, letters, strategic planning that correlates with SIP, and many other meetings with educational partners to enhance our schools academic success. The advice from differing partners has given our school insight on how to improve both instructional and with safety concerns. We have made it a priority this year to seek advice and guidance from our local fire department, EMA, Sheriff, Police, and other safety officers within the community to make our school a safer learning environment. The school has also worked with the local Family Connections, LIPT committee, Chamber of Commerce, and Lions Club to facilitate the needs of the community and work in harmony on community issues.</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 Federal Programs Director monitors all data related to ineffective, out-of-field, or inexperienced teachers. The FPD collaborates with the CPI Coordinator, Human Resources Director, and Principals to ensure the effective best practices are in place for equitable instruction to students the system's 3 Schoolwide TI Schools. Each Principal has access to the TII Equity plan 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 development, 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>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- coach books - 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>	<p>NA</p>
<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>
<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>Prior to the end of eighth grade the high school counselor meets with all rising Freshmen to develop an Individual Graduation Plan (IGP). The IGP is revisited each year by the counselor and student. The high school counselor also coordinates a Ninth Grade Orientation each summer for rising Freshmen. During the orientation students are provided with a copy of their class schedule, a school tour, and a question-and-answer session. A vocational teacher meets with all upcoming Freshmen to present the various CTAE pathways available at the high school and discuss how these pathways align with core academic subjects. Throughout the year the high school counselor initiates contact with postsecondary institutions to schedule college visits on our campus. Additionally, students in grades 8-12 are made aware of of dual enrollment opportunities through the use of flyers, brochures, and informational meetings.</p>
<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>We are also working to increase parent communication to curtail some behavior incidents before they reach the severity of out of school suspension. Teachers are also aware of the wrap-around services offered by the school to address mental health and subsequent behaviors. We partner with a counseling service (Aspire) that will come to the school weekly to meet with the students that need more services than can be offered by our school counselor. Most referrals are made by our school counselor, but some referrals have been made by the teachers and administration. The use of TKES evaluation will also be implemented to evaluate classroom environment. Student code of conduct will be given in writing to each student addressing the expectations of behavior and consequences for such behaviors. Parent contact</p>

	<p>logs and agenda books will be utilized by teachers ensuring proper communication from school to home. SRO will assist in making sure that the school has a safe and positive learning environment for the students and staff. The Counselor will make classroom presentations on bully prevention and make recommendations for any student that may need additional counseling to be referred to Aspire counseling services, our local affiliate for counseling needs. Each student at Miller County Middle School will be issued a Student Handbook. Contained within this handbook will be a detailed listing of expectations in regards to accepted behavior at school. Each teacher will give a thorough explanation of the rules contained within the handbook. Teachers will work together with a suggested use of a discipline notebook which will accompany each class; therein, providing documentation to better help maintain practices of good behavior. Several suggestions designed to encourage good behaviors that can be implemented within the discipline plan all hinge upon a system of positive rewards. Examples of these rewards could be free passes to various sporting events; possible exemption days throughout the school year; collaboration with local businesses to provide incentives in the form of food/gift cards; teaming up with local law enforcement to provide rewards for good discipline and attendance. The Alternative School will continue to offer support for students that are at risk with a setting that will provide continued growth. Students attending the alternative school will continue to utilize Odysseyware, USA Test prep, and Ilearn for classroom instruction with the assistance of academic coaches and alternative school teachers.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	
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90 Day Short-Term Action Plan (August- December 2019)

System: Miller County

School: Miller County Middle School

Date: September 25, 2019 Next Meeting:

Persons Attending:

School Improvement Action/Strategy	Implementation Steps	Timeline	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 Increase achievement and Lexile levels in ELA/Reading in the MCMS general population 3%</p>	<ul style="list-style-type: none"> • Train teachers to score student responses to writing prompts using the Georgia Milestones rubric and scoring protocols to enable them to gear their instruction to the rubrics • Pilot the Writing 2 Win Curriculum in the 8th grade ELA classes • Align curriculum to standards so classroom information will be in alignment with state standards • RESA ELA Content Specialist will assist in an instructional audit • Dedicated times for computer lab for AR 360 and USA Test Prep to prepare learners for assessments • Administer a universal ELA screener to all students to identify struggling learners • Administer benchmark exams to all students in ELA to demonstrate standards mastery • Manipulate schedule so all students have an extra period of ELA 	<p>Aug-Dec 2019</p>	<p>Principal Academic Coach ELA Teachers RESA ELA Consultant Writing 2 Win Consultants Curriculum Director</p>	<ul style="list-style-type: none"> • All ELA teachers will attend the RESA workshop on scoring informational writing September • Writing 2 Win consultants will demonstrate the program in the 8th grade ELA classroom September and October (pilot) • Lesson plans submitted weekly noting standards covered submitted to academic coach via Google drive • A Shared Google Drive will be created and shared with science teachers containing GADOE curriculum guides, frameworks, study guides, and general information for each grade level • RESA ELA Specialist visit November • Computer lab schedule posted and implemented • ELA screener given in August and December • Benchmark exams given in August and December • All students have a writing/reading class to hone their skills in preparation for assessments

School Improvement Action/Strategy	Implementation Steps	Timeline	Person Responsible	Progress Check / Status
<p>Overarching Need #2 Increase academic achievement in Science/STEM activities in the MCMS general population 3%</p>	<ul style="list-style-type: none"> • RESA Science Consultant to assist with instructional audit • Practice GMAS format by incorporating lab scenarios and models in assessments to eliminate test anxiety • Teachers attend RESA workshops covering 3 Dimensional Assessments to hone their instructional skills • Promote STEM careers and high school CTAE pathway choices by hosting a career fair, sponsoring 4-H club • Align curriculum to standards so classroom information will be in alignment with state standards • Dedicated times for computer lab USA Test Prep so students will be able to experience testing conditions and hone their science skills • Administer benchmark exams to all students in science to determine standards mastery 	<p>Aug-Dec 2019</p>	<p>Principal Academic Coach Science Teachers RESA Science Consultants Curriculum Director</p>	<ul style="list-style-type: none"> • RESA Science coach visits in September, October, and November • Teachers and/or academic coach will attend RESA workshops covering 3 Dimensional Assessments • Career Fair • 4H Meeting held monthly • Lesson plans submitted weekly noting standards covered submitted to academic coach via Google drive • A Shared Google Drive will be created and shared with ELA teachers containing GADOE curriculum guides, frameworks, study guides, and general information for each grade level • Computer lab schedule posted and implemented • Benchmark exams August and December

School Improvement Action/Strategy	Implementation Steps	Timeline	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 #4 Increase achievement in Mathematics in the general population by 3%</p>	<ul style="list-style-type: none"> Schedule regular (monthly) meetings for RESA Math Coach to visit and provide feedback on instructional strategies and curriculum alignment Practice GMAS format with non-calculator and calculator enabled items to prepare students for testing environment Teachers and Academic Coach attend the RESA workshops covering algebra and geometry to enable them to implement teaching strategies to prepare students for testing Align curriculum to standards so classroom information will be in alignment with state standards Dedicated times for computer lab for iLearn and USA Test Prep to provide testing environment practice and remediate deficient math skills Administer a universal math screener to all students to identify struggling learners Administer benchmark exams to all students in math to demonstrate standards mastery Manipulate schedule so all students have an extra period of math 	<p>Aug-Dec 2019</p>	<p>Principal Academic Coach Math Teachers RESA Math Consultants Curriculum Director</p>	<ul style="list-style-type: none"> RESA Math Coach visits in August, September, and October Teachers will add a short (5-6) question non-calculator portion to unit assessments Teachers and/or academic coach will attend RESA workshops covering Algebra in September 2019 and geometry in January 2020 Lesson plans submitted weekly noting standards covered submitted to academic coach via Google drive A Shared Google drive will be created and shared with math teachers containing GADOE curriculum guides, frameworks, study guides, and general information for each grade level Computer lab schedule posted and implemented Initial math screening for all students using iLearn Multi-Grade Diagnostic Test in August and December; data utilized to place students in corresponding RTI Levels Benchmark exams August and December data utilized to place students on remedial materials All students have an extra period of math to hone their skills in preparation for assessments