



Comprehensive Needs Assessment 2019 - 2020 School Report



**Miller County
Miller County Middle School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Cleve Roland
Team Member # 2	Academic Coach	Cindy Williams
Team Member # 3	Curriculum Director	Gail Lovering
Team Member # 4	8th Grade ELA Teacher	Jennifer Roland
Team Member # 5	8th Grade Math Teacher	Tammy Vann
Team Member # 6	7th and 8th Grade Science Teacher	Rebecca Conner
Team Member # 7	7th and 8th Grade Social Studies Teacher	Ricky Roberts

Additional Leadership Team

	Position/Role	Name
Team Member # 1	7th Grade Math Teacher	Melinda Miller
Team Member # 2	SPED Director	Jodi Collins
Team Member # 3	Chief Colquitt PD	Hollis Smith
Team Member # 4	4H Representative	Jody Hodges
Team Member # 5	Special Education Teacher	Kristan Houston
Team Member # 6	Special Education Teacher	Lori Williams
Team Member # 7	Federal Programs Director	Robert Green
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Robert Green	Federal Programs Director
Stakeholder # 2	Leigh Ribolzi	Family Connections Representative
Stakeholder # 3	John Spence	Parent
Stakeholder # 4	Lori Clenney	Community Stakeholder - ASPIRE Mental Health
Stakeholder # 5	Darleen Cox	Community Stakeholder - Public Health
Stakeholder # 6	Lauren Engram	Parent
Stakeholder # 7	Billy Roland	Community Stakeholder - Agriculture
Stakeholder # 8	Phyllis Burney	Community Stakeholder - Public Housing

<p>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</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:</p> <ul style="list-style-type: none"> Process for conducting leadership team meetings <ul style="list-style-type: none"> ● 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 to school improvement process to instruction Collaboration with district administration to align the school and district improvement plans Review(s) of school improvement plans to district level administrative team Communication between Principal and Leadership Team
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	✓
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Coherent Instruction Data

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	✓
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	✓
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	✓
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
4. Not Evident	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	✓
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
3. Emerging	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	✓
4. Not Evident	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	
3. Emerging	<p>Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.</p>	✓
4. Not Evident	<p>Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.</p>	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	<p>Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.</p>	
3. Emerging	<p>Some resources and systems are allocated to support and sustain professional learning.</p>	✓
4. Not Evident	<p>Few, if any, resources and systems are provided to support and sustain professional learning.</p>	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	✓
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	✓
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	<p>Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.</p>	✓
3. Emerging	<p>Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.</p>	
4. Not Evident	<p>Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.</p>	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	✓
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by “TFS” (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	✓
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	✓
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	✓
4. Not Evident	The school staff does little to support the personal growth and development of students.	
School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<p>What perception data did you use?</p>	<p>The school used the Georgia Student Health Survey, Parent and Personnel surveys to look at perception data. Parents were also allowed to take part in an activity that was an overview of how students utilize the software programs that supplement instruction. Teachers demonstrated how Ilearn, Istation, and USA Testprep was utilized during the school day as an instructional tool.</p> <p>The school also used the Family and Community Engagement stakeholder's survey data from 2019 to assist in rating the standards. The stakeholder team is listed in item 1.2.</p>
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<p>What does the perception data tell you?</p>	<p>The lowest indicators on the personnel survey appeared to indicate that personnel do not feel rules are fair and are not enforced consistently and being involved with the decision making process in the school. Communication was rated fairly positively (80%). The District Personnel survey from 2016 indicated that the lowest scoring items were in the staff getting along with each other, staff treating students fairly and the staff putting forth effort to make sure students learn. (1.29, 1.44, 1.44) The higher ratings were seen in items dealing with concerns about safety and possible weapons (3.16, 3.40). A positive rating was also seen on the item dealing with parent volunteers with a high of 2.65.</p> <p>Student Survey: Most of the items answered by the 190 students were largely positive in regards to their school and environment. 87% answered often or always regarding feeling safe, 83% felt they were treated with respect, 72% felt they were recognized for good behavior and few students reported being victimized in any way. However, 65% indicated that students treat each other fairly and with respect. Very few students indicated involvement with drugs and alcohol (aprox 11-12). So overall, the students feel that the school is a positive environment, but have specific issues with certain students or situations.</p> <p>Parent Survey: The System results indicated that the average score for all questions was 1.73 (ratings 1-4). The 3 lowest items were my student feeling safe at school at 1.42, safe going to and from at 1.34 and teachers keeping classroom organized at 1.42. The highest rated areas were items dealing with parents being involved in decision making at 2.2 and having volunteer opportunities at 2.14.</p> <p>On the FACE stakeholder's survey, 14 stakeholders responded to the items. An overall trend indicated a high percentage of undecided votes on many of the items. A few trends noted were that majority saw that the system provided</p>
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<p>What does the perception data tell you?</p>	<p>quality educational experiences, a safe, clean learning environment, little staff turnover (not aligned to actual data), effective teachers, stakeholder engagement and communication. Perceived weaknesses were in: post-secondary opportunities, access to state of the art technology, awareness of recruitment efforts, and equitable/ effective funding. It should be noted that only one of the stakeholders involved in this activity aligned to the Middle school.</p>
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<p>What process data did you use?</p>	<p>The school reviewed the processes in place for effective leadership, coherent learning systems, professional capacity, family and community engagement, and supportive learning environments using observations, sign-ins, roster sheets, meeting agendas, data notebooks, TKES evaluations and documents from these evaluations, walk through's, minutes of meetings, and other documentation such as RTI/ SSt's, 504's and IEP.</p>
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<p>What does your process data tell you?</p>	<p>Our processes guide professional learning and instructional practices within the learning environment. Documentation is kept of various processes and procedures through out the school year by the principal, academic coach and teachers. Professional learning communities meet regularly to discuss various topics based on needs and learning targets for grade levels. These needs are identified by administration and/ or teachers. TKES goals are established at the beginning of the year based on process data and individual teacher need and are monitored regularly by the teacher and administrator. Teacher teams meet monthly to review data generated by intervention plans, intervention programs, software and other formative assessments. These processes are monitored by administration. The data indicates that we have seen student growth and teacher compliance. The leadership team will meet monthly to review SIP and instructional needs of students and ongoing professional learning with our staff. Department leaders will also conduct vertical alignment meetings with the new curriculum director to make sure we are on target with instructional strategies and standards based instruction.</p>
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<p>What achievement data did you use?</p>	<p>The school used Georgia Milestones results form 2017 and 2018, local benchmarks for ELA, Math, SS and Science, and software summaries (USA Test prep, iLearn, Istation).</p>
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<p>What does your achievement data tell you?</p>	<p>For the 2018 school year, the milestones results indicated that in MCMS fell a few points below the State in ELA, 13 in Math, 20 in Science and 25 in Social Studies. On a positive noted, MCMS had a closing the gap score of 27, which was well below the state average. Significant deficits are seen in ELA with only 43% reading at or above grade level and Science, which was lower than the state average that needs to be addressed, although growth is being made by students from one year to the next based on a high progress above the state</p>
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<p>What does your achievement data tell you?</p>	<p>average, which was 86 points . Math has improved some and has remained consistent for 6th and 8th grade, but had a decrease in 7th grade math. The CCRPI obtained for 2018 was a 61.7 which was noted to be an decline from the previous year of 70. Local benchmarks indicate improvement in student growth from pre to post in all measures, but growth is inconsistent between grades and subjects from year to year. The growth in software is highly dependent upon usage which is dependent on access to technology.</p>
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<p>What demographic data did you use?</p>	<p>The school used SLDS, CCRPI, Power school and The GOSA site to look at demographic and discipline data.</p>
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<p>What does the demographic data tell you?</p>	<p>Overall the system consists of 54% white and 38% black. The small student subgroups contained in Miller County include a few Hispanic (4%), Asian (1%)and multi racial (.8%) students. Data for discipline is very limited and for the last few years if present, has consisted primarily of minors. In the last 2 years, less than 3 students within one of these subgroups have had significant discipline and it was noted that consequences were consistent with other students who have been referred for the same type of incident. In general, these subgroups have few discipline incidents. The school consists of approximately 90 to 100% economically disadvantaged using the CEP method. The demographic and enrollment data indicate an increase to 18.7% in the numbers of students with special needs.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Miller County Middle School team summary indicates some challenges as noted in the survey and self reflection. The team considered themselves to be emerging in the areas of supportive, well-managed classrooms and creating a challenging environment for our students. Some issues include funding and others include planning time for professional development needs throughout the day. The rising numbers of those needing remediation and students with IEP's hinder teachers from accessing professional learning during planning because they are pulling struggling students in during that time for remediation and to catch up on instruction for those with attendance issues. Another challenge indicated by the team was for them to focus on clear learning targets and how this can be achieved. The instructional observations completed for Miller Middle School by RESA in Math and ELA did indicate the need for writing professional development and staying focused on standards in a few of the Math classes. The team recognized strengths of the middle school and listed the collaborative process to be one of the greatest strengths of our school, especially with SPED teachers and the consistency of common planning for grade levels. Team meetings are held weekly to discuss student academic issues. Another operational area noted by the team was concluded that most teachers utilize curriculum documents that align with resources and have research based instructional practices throughout the school. Teachers did appreciate the extra Chromebooks ordered for math classes to assist in flex grouping activities. Chromebooks are also being ordered this year for the ELA classrooms to address writing activities and keyboarding activities to help with students taking Milestones online. Many teachers reported needs for tech supplies such as toner, smart-board bulbs, software/hardware maintenance and many were running outdated Windows platforms. RESA did assist in preparing Math teachers for next year with curriculum alignment. Also two of our ELA teachers attended writing workshops to gain knowledge of Milestones and curriculum requirements in the writing process. We still see a deficit in Lexile scores with only 43% of the school population reading at or above grade level. Teachers have implemented a program called ReadWorks to increase Lexile scores and vocabulary knowledge for each grade level.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The Miller County Middle School team attributed several components of effective leadership as operational based on the survey and meetings. The team determined effective leadership trends indicating the building and sustaining of relationships to foster success within the school and outside of the school to be positive. Regular weekly team meetings are held throughout the year to implement best learning practices, review data (data dig), review student growth, identify weak domains of Milestones, and create a culture of shared decision making. The team continues periodically during the year to monitor students' growth in the school improvement process. The building leader utilizes GSBA Safe Schools training, SLDS and TKES as a training tool for staff to monitor professional growth also. Safe school training has been completed by all middle school teachers in areas they feel they need extra help in, such as behavior management and emergency management for students, etc. This can also be assigned by administration for areas believed to be specific weaknesses. The team did indicate more support is needed for individual teachers' needs. The only area seen as being "emerging" was the need to remove barriers to effect change.</p>
<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The Miller County Middle School team regularly aligns data with professional learning and staff to provide feedback periodically to determine if progress is being met for students and teacher goals. The team recognized that expectations were also defined on a regular basis through meetings, TKES evaluations, professional training, and TKES goals are established by each teacher. The team indicated that they can monitor student learning through benchmark scores, Isation data, Ilearn data, USA Testprep, grades and Milestones data. Southwest Georgia RESA is an integral partner with Miller County Schools in building professional capacity and assisting with instructional practices. Professional Learning activities are provided both at the RESA facility and by RESA staff in Miller County Schools. The team did indicate that more monetary and technical supports are needed to carry out some of the goals to build professional capacity. Follow through and monitoring the long-term results of professional learning is a need throughout all professional learning activities. Limited personnel and time constraints are a contributing factor in this area of need as well as limitations in defined expectations. A Curriculum Director has been hired by the BOE to assist in carrying out learning focused activities for teachers and help all teacher align standards through best practices. The Curriculum Director along with the academic coach has already been to leadership meetings with admin and teachers to determine instructional needs of the schools. GSBA Safe Schools training is also assigned each year for faculty and staff in key areas to facilitate and support classroom needs.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Although efforts are made to engage parents through website and social media, additional efforts will be made through email, phone calls and student-involved communications to provide opportunities for parent-student centered activities. It is noted that getting parents involved and engaged in their students' education and school adjustment is vital; however, often efforts to notify parents of events or activities fall short of reaching them due to notes not getting home, lack of or limited priority in accessing school based websites or parent dis-interest or limited time. Also, parents are very busy with work or family obligations and often are not available for school related activities during the day or week-day afternoons.</p> <p>The team, using the needs assessment rubric, identified several emerging items that may need to be addressed. One is that the school creates an environment that welcomes and connects parents and community to the school. Another items that that clear and open communication is provided that encourages involvement and engagement. MCMS was rated as emerging in being able to connect families to resources in the community and also in their ability to develop and assist. Parent meetings were held this year to allow teachers to meet with parents and give demonstrations of how our supplemental instructional software is used to support instruction. The principal also goes to local community activities to promote the school and give information to the public about the school and events.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The Miller County Middle School team indicated "operational" in the discussion that students have a safe and orderly learning environment that is conducive for learning. The audit in our math and ELA classes this year from RESA even indicates the standard of positive learning environment was extremely evident in the middle school. The trends indicate that rigor and challenging learning environment (college and career readiness) needs to be improved. The concept of whole group instruction was noted in this years academic audit with more emphasis needing to be placed on differentiated instruction and student focused instruction. The team did say that students are recognized and rewarded for achievements during the school year, but did mention that periodic rewards and achievements could generate more enthusiasm among students. The vision and mission of the school was seen as a driving force for what was accomplished and needed to be accomplished in the school. The team noted that we have a common vision to educate and help improve our students.</p>
<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student,</p>	<ul style="list-style-type: none"> - Improve FTE reporting and allow scheduling to receive maximum funding for school. - On going professional learning using professional learning communities during weekly grade level meetings. - TKES feedback and professional learning through SLDS. The middle school team did elaborate on more in-house professional development.

Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<ul style="list-style-type: none"> - Timely, accurate, attendance reporting. - Utilizing rewards in classrooms to recognize student achievement, growth, and positive behaviors
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The last three years of data show that MCMS scores trend below the state average in all areas. A higher percentage of students score at Level 1, Beginning Learner and a lower percentage of students overall score within the "pass ranges" of 2-4 with lower rates falling in the 3 and 4 (Proficient and Distinguished Learner). In addition, sub group pass rates are lower than the state. For 2018 8th Grade Science was about 55% failure rate, far worse than the state average. The failure rate continues to be of significant concern for science. It is suspected that when the state scores are released the comparison will continue to show significant gaps. On a positive note, the school as a whole; however, for the 2018 data, the MCMS's progress was at 87 with the state average falling at 81. This was a positive trend that it is hoped can be continued. Cohort data for this years Georgia Milestones indicated growth from grade to grade for all subjects except 6th grade ELA, Which was a few points below how the students preformed in 5th grade. Closing the gap continues to be a concern and we only scored a 27 with with the state average being much higher. Teachers need to focus more on sub-groups and achievement within domains. The results in SLDS reveal the following: Improvements in areas of ELA, Math, and Science from the previous year. We had a decrease in Social Studies</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>Special education students and those needing support for RTI/504 services in Miller County Middle School, because of our small size, are provided with a great deal of emotional and academic support from teachers and other staff. Depending on need and their IEP services, coverage is provided via Co-teaching/ Para support or resource for Math, ELA, Science and Social Studies. Some students also receive co-teaching or support. during their supplemental reading/math classes. Our EL population is very small (5) students this past year, but they have been provided EL services via push in co-teaching services from the EL teacher.</p>
Challenges	<p>All students in Miller County are deemed economically disadvantaged due to the CEP program. We have a high level of poverty in the county and limited opportunities for employment and housing. Although we have a relatively low population of English Learners (3), we have a very high population of Special Education students as well as those identified as having 504 plans (20%). These students require a great deal of support in accessing the curriculum and often come with additional challenging including behavioral concerns, issues with home support, and medical complications. The need for supplemental services such as individual review or re-testing/ small group testing can often take them out of the general curriculum which can affect their exposure to learning opportunities. Co-teaching is provided in most subjects and in all grades; however, there are staffing challenges and limitations considering the number of special needs students and the variability of their individual needs. For the 18-19 School year, of the Sped and 504 students, did indicate some growth, but still have high numbers not making a two on the Milestones with specialized accommodations (small group, read-aloud, extended time). This suggests that even with additional interventions and accommodations with instruction and assessment, this population is not meeting grade level standards and are not accessing the curriculum at an acceptable level.</p>

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Increase achievement and Lexile levels in ELA/Reading in the MCMS general population and sub-populations.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	<p>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 such as "Writescore" and increase writing/ reading across the curriculum. 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. Students will work on writing assessments given by teachers and RESA to improve scores. RESA has been working with teachers to enhance rigor and close the gap. RESA will continue to come to the school and offer assistance and offer any workshops that will benefit writing and reading instruction. Students continue to show a weakness on lexile and writing. We did see an increase in writing and lexiles this year based on the Georgia Milestones scores. Teacher teams and vertical alignment exist to enhance curriculum from one grade level to the next in middle school. SPED population is showing progress and growth, but most still are not passing Georgia Milestones with a two. More planning will be made with more rigor in reading and writing in the classroom. Cohort data indicated growth with most students in the middle school with writing in ELA showing improvement based on the Georgia Milestones scores. Students that are in remediation will have a remediation checklist to document instructional strategies used by teachers to increase growth and look for weak areas based on the standards and progress monitoring. ELA teachers will be submitting writing samples to RESA to determine effectiveness of teaching writing. 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 students Teachers will also use coach books to supplement instruction. Vertical alignment meetings were held in the ELA department and coach book orders were submitted for 2019-2020 school year. Technology has been a focus with the use of chromebooks and smartboard activities to utilize the instructional software offered during instruction.</p>
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Overarching Need # 1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Increase academic achievement in Science/STEM activities in the MCMS general population and sub-populations.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	<p>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. Students did make progress in the proficient and better category this year on the Georgia Milestones Test, and the amount of students in the beginning learner category remains high. 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.</p> <p>We will also work with a 4H representative for STEM projects monthly.</p> <p>6th and 7th grade need updated Coach books 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, however, the benchmarks are lagging behind due to old Coach books.</p> <p>USATestPrep is needed for 6th and 7th grade science so students can begin practicing with Milestone style questions before they reach the 8th grade. This will again help to improve test rigor earlier so they can succeed on the 8th grade Science Milestone.</p> <p>Science remains a focus on school improvement because of 8th grade science milestones scores and teachers understand that rigor must be used in the classroom to boost scores. RESA continues to help us find meaningful workshops and teaching aids to assist in raising student achievement in science. Chromebooks and the smartboard has been and will continue to be used by teachers to utilize software products to supplement instruction. Science is also important because of the pathway offerings at the high school level. The two pathways that are aligned with science in the high school are Health and Ag classes. Students will need to prepare for science in the middle</p>
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Overarching Need # 2

Additional Considerations	school in order to have success at our high school with the science based pathway offerings through CTAE. Teachers understand that most learners can get a better understanding of science by using manipulatives and hands on projects through STEM based activities in the classroom.
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Overarching Need # 3

Overarching Need	Improve attendance rates.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	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. System Truancy officer has made visits to homes to determine needs of students and how to proceed with attendance issues.
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Overarching Need # 4

Overarching Need	Increase achievement in Mathematics in the MCMS general population and sub-populations.
How severe is the need?	Low
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	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
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Overarching Need # 4

<p>Additional Considerations</p>	<p>math materials such as work books, computer applications/ technology and practice materials/ manipulatives with greater fidelity. In addition, more materials may need to be provided to students so that all will have access with more frequency. Miller County Middle School has worked with RESA this year. 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 2017-2018 CCRPI score showed that math for the middle school showed significant progress of 96.25 and the state average was 81. This indicates tremendous student growth. The areas of need are content mastery which was 52.11 and the state average was 65.1. This could be due to a large SPED population of 18.7% and remediation students within the middle school demographics. Closing the gap also needs work in the middle school. This will require collaboration with the SPED director and academic coaches to create a plan for effectiveness with differing populations and differentiation in the classroom instruction. Our population is near 100% free and reduced lunch. Also we intend to work closely with RESA to ensure effective teaching strategies to reach these populations academically. A RESA representative has visited the school and collaborated with our academic coaches and teachers to assist in professional development. This training focused, not only on unit writing, but how to incorporate various instructional strategies to move from teacher-focused activities to more student-focused ones. This shift in strategies will provide differentiation to reach students' different learning styles. 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 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.</p>
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Overarching Need # 4

Additional Considerations	
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Overarching Need # 5

Overarching Need	Decrease discipline incidents in the MCMS general population and sub-populations.
How severe is the need?	Low
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	No
Priority Order	Unranked

Additional Considerations	<p>Teachers will continue to utilize parent contact logs for discipline and academic purposes. Classroom discipline sheets are also utilized to track incidents among team rotations. Social skills training through electronic platforms will be sourced to be used with students who have significant discipline issues and may be assigned to iss/ oss or at the alternative school. Additional counseling opportunities will also be provided as needed. SRO and counseling presentations in the classroom will also be made available (bullying, social media, criminal activities/ consequences, etc). The discipline action records appear to be decreasing moving from 195 write ups in 17-18 to 61 in 18-19 according to the raw data from the SIS. The School Discipline Summary indicated a noticeable decrease in Fighting and Student Incivility. For the school year of 2017-18 there were 14 fights and for the years 2018-19 there were only 4 fights. For the school year 2017-18 there were 81 incidents of school incivility and for the school year 2018-19 there were only 30 reports. It was determined that these two indicators show positive growth and improvement in our school discipline. 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.</p>
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Overarching Need # 6

Overarching Need	Establish functioning Family & Community Engagement activities, procedures and protocols that align to the 6 Family & Community Engagement standards
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	5

Additional Considerations	Although efforts are made to engage parents through website and social media, additional efforts will be made through email, phone calls and student-involved communications to provide opportunities for parent-student centered activities.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Increase achievement and Lexile levels in ELA/Reading in the MCMS general population and sub-populations.

Root Cause # 1

Root Causes to be Addressed	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.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Increase academic achievement in Science/STEM activities in the MCMS general population and sub-populations.

Root Cause # 1

Root Causes to be Addressed	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.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Limited focus on importance compared to ELA/Math regarding GA Milestones testing. More rigor and STEM related activities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Improve attendance rates.

Root Cause # 1

Root Causes to be Addressed	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.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Increase achievement in Mathematics in the MCMS general population and sub-populations.

Root Cause # 1

Root Causes to be Addressed	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.
This is a root cause and not a contributing cause or symptom	No
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Root Cause # 1

Impacted Programs	Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	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.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Decrease discipline incidents in the MCMS general population and sub-populations.

Root Cause # 1

Root Causes to be Addressed	Lack of parent communication and cooperation to address behavior/ discipline problems before they become majors. Need positive rewards to promote positive behaviors.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Limited resources and training in methods to teach and reward positive expectation and behaviors.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Establish functioning Family & Community Engagement activities, procedures and protocols that align to the 6 Family & Community Engagement standards

Root Cause # 1

Root Causes to be Addressed	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.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Parents are unsure how to effective help students succeed
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of communication through technology.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	School is not perceived as welcoming at times. More parent engagement with teacher activities.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 4

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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Additional Responses	
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School Improvement Plan 2019 - 2020



**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

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
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Action Step # 1

<p>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>	<p>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

2.4 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 improvement, process to provide staff development for teachers to connect the school improvement process to instruction, collaboration with district to align school and district
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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)?	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, 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

2.6 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

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	
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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>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>N/A</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>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>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>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</p>
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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.

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ADDITIONAL RESPONSES

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

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