



School Improvement Plan 2025 - 2026



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	Jamie Ard
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	'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	Intentional and purposeful planning to provide engaging learning tasks that are appropriately rigorous to address content standards.
Root Cause # 1	Lack of engaging learning tasks providing necessary and expected rigor.
Goal	Students making positive progress towards achieving at or above grade level expectations in 6th, 7th, and 8th grade GMAS will improve by 3% or better based upon GMAS results in May 2026 as compared to May 2025.

Action Step # 1

Action Step	PD will be provided in regards to planning for engaging and rigorous learning tasks. Implementation will be monitored during observations of teaching practices.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Reviewing lesson plans and teacher observations as they teach.
Method for Monitoring Effectiveness	Student assessment data during the 2025-2026 school term, including GMAS scores
Position/Role Responsible	Teachers, instructional coaches, administrators
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Implementation of ELA standards with fidelity and with intended level of rigor based upon grade level.
Root Cause # 1	Lack of working knowledge of new standards and level of rigor expected.
Goal	30% of students in 6th-8th grades will score at and/or above grade level on the EOY MAP assessment.

Action Step # 1

Action Step	PD will be provided to familiarize teachers with standards and expectations of standards. ELA team meetings will be held to review progress being made. Observations of instructional practices will be conducted.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Teacher observations and plan reviews
Method for Monitoring Effectiveness	Assessment data studies; ELA department meetings; observation data
Position/Role Responsible	Teachers, instructional coaches, administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reduce reliance upon computer-based programs.
Root Cause # 1	Lack of student motivation and engagement
Goal	GA student data survey will indicate 30% or more of students will indicate that their teachers make learning interesting.

Action Step # 1

Action Step	Teachers will be provided with PD and resources to create engaging and rigorous learning tasks that address grade level standards.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Assessment scores throughout the year; teacher observations
Method for Monitoring Effectiveness	Student survey data
Position/Role Responsible	Students, teachers, instructional coaches, and administrators
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Returning teachers attended a School Improvement session on June 4th to study data and to provide feedback regarding the data that was studied.
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.	Miller County Schools continue to work to attract and retain professionally qualified applicants, both teachers and school leaders, and continues to encourage employees to expand their knowledge/certification to meet critical needs area. Administrators and other school leaders provide increased knowledge in various topics. By providing professional development and professional learning communities, Miller County Schools promote highly effective teachers. To ensure that ineffective teachers do not continuously teach minority and/or economically disadvantaged students, professional learning is mandated to support new teaching strategies and techniques. Teacher Key Effectiveness System is to monitor the effectiveness of all Decatur County teachers.
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).	NA
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	NA

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.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	NA
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>* Students will complete a career aptitude test using YouScience to not only find careers that interest students but to help students find a career that fits their skill sets and talents.</p> <p>* MCMS counselors meet with 8th grade students and parents to explain the various courses offered, career paths, and the rigor required to be successful. Students and parents are given the opportunity to choose the electives that best fit the chosen career path.</p> <p>* Counselor/Administrator meet with 8th grade teachers to discuss the best placement for rising 9th graders.</p> <p>* Lunch and Learn for rising 9th graders to give parents the opportunity to meet their counselor and administrator, and participate in a question and answer session with the principal/counselors.</p> <p>* All 8th grade students attended a college tour of Southern Regional, and we plan to expand touring opportunities for the upcoming year (6th, 7th, and 8th grade students will tour an assigned college).</p> <p>* We will be offering high school credits (Algebra C & C, Physical Science, various CTAE courses) this upcoming school term.</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>Teachers will review the Code of Conduct with students at the beginning of the school term so that they are well aware of school rules and expectations in regards to positive behavior. Additionally, teachers will have a common discipline log document to track behaviors and interventions taken to intervene with such challenging behaviors. Rewards and incentives will also be offered to students who demonstrate positive behavior.</p>

ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>MCMS strives to include all stakeholders in the School Improvement Process. Stakeholders are encouraged to provide feedback throughout the year as they are provided with various surveys to complete. The entire faculty is also involved in reviewing and revising the CNA during in March. A team of staff members and administrators also participated in a School Improvement session on June 4th to study data and make plans to address needs accordingly.</p>
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