



School Improvement Plan 2025 - 2026



Miller County
Miller County Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Miller County
School Name	Miller County Elementary School
Team Lead	Temika Brown
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	Students reading at grade level Lexile expectations
Root Cause # 1	Students have limited reading opportunities and experiences with grade level texts outside school time. They also have limited amounts of remedial opportunities at school and especially outside the school setting.
Goal	The percentage of students at Miller County Elementary in 3rd, 4th, and 5th grades scoring at or above grade level in regards to Lexile CCRPI measures on the Georgia Milestones in 2025 will improve 3% or higher by May 2026.

Action Step # 1

Action Step	Students will be provided with an intervention period each day. At least two of these periods will be designated to address students who are not on grade level. AR will be emphasized, and incentives for reaching goals and demonstrating Lexile growth will be provided.
Funding Sources	Consolidated Funding
Subgroups	Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	STAR and Istation Lexile reports will be monitored
Method for Monitoring Effectiveness	Positive Lexile growth towards grade level Lexile achievement goals
Position/Role Responsible	Students, teachers, administrators
Timeline for Implementation	Quarterly

Action Step # 1

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	Student Writing
Root Cause # 1	Teachers have limited ability to provide specific writing instruction to address specific student needs at differentiated levels. Students have limited language, so if they cannot say it, they cannot write it.
Goal	The percentage of students at Miller County Elementary in 3rd, 4th, and 5th grades scoring at the met target achievement level in ELA on the Georgia Milestones will improve 3% or higher by May 2026.

Action Step # 1

Action Step	Teachers will provide specific writing lessons utilizing the Write Score curriculum to address areas of concern based upon Write Score assessment data and feedback.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Write Score assessments will be provided and data will be reviewed; Lesson plans addressing areas of concern will be reviewed; Writing samples will be reviewed.
Method for Monitoring Effectiveness	Write Score assessment data will be reviewed and grade level meetings focused on reviewing student writing will be held.
Position/Role Responsible	Students, Teachers, Administration
Timeline for Implementation	Monthly

Action Step # 1

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	Problem Solving
Root Cause # 1	Students do not understand the real life connections and applications of these skills.
Goal	Students in 3rd, 4th, and 5th grades will improve scoring at a Level 3 and/or a Level 4 by an average of 3% or better by May 2026.

Action Step # 1

Action Step	<ol style="list-style-type: none"> 1. Teachers will specifically and purposefully teach students to understand what problems are asking them to do by utilizing close reading strategies. 2. Teachers will provide word problems that consistently require students to use operations that they have been learning in class in order to solve them. 3. Teachers will use Progress Learning and Illustrative Math resources, along with others that they may feel appropriate, to allow students time to practice solving word problems.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Student work samples will be reviewed; Classroom observations will be made; Lesson plans will be reviewed
Method for Monitoring Effectiveness	Star Math data, Illustrative Math assessment data; Student work sample reviews; Milestones data
Position/Role Responsible	Teachers, Administrators, Students
Timeline for Implementation	Weekly

Action Step # 1

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

<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).</p>	<p>Miller County Elementary sought input from faculty, staff, and students, as well as parents and stakeholders, by utilizing various surveys. Everyone associated with Miller County Elementary had the opportunity to provide feedback. Furthermore, a representative team of teachers assembled themselves together with administration to review student learning data from the previous year and to plan collaboratively for the upcoming school term. All parents and stakeholders were provided with the opportunity to participate in the parent feedback session. A survey was also created to gather input from all staff members for professional learning so that differentiated professional development can be provided to our staff members as well.</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>We will ensure that all students are taught by teachers who are rated as effective based upon TKES ratings. We will ensure that all students are taught by teachers and staff who have appropriate certification. We will see to place students with experienced teachers as much as possible. When students are taught by inexperienced teachers, we will see to not place them in such a classroom for consecutive school terms. We will work to create rosters that reflect the general population of our school as much as is possible so that no particular classroom is disproportionate.</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>The Title I instructional program at Miller County Elementary seeks to "level the playing field" for our at-risk students by providing additional support over and above what is provided by the local school system. Subject areas addressed include ELA, writing, and math. ELA in general is a major area of concern for Miller County Elementary. To combat this challenge, we will continue utilizing approved high-quality core instructional materials (Reading Wonders 2023) and 95% Group Phonics and Spelling(K-3). We will continue to utilize Istation resources for intervention and progress monitoring purposes. For students in Tier 2 and Tier 3 they will be pulled for intervention with our reading interventionist. We are also working to have all of our teachers of reading to participate in LETRS training or the Rollins Center's Cox Campus(Georgia Literacy Academy) program. Furthermore, in addition to grade level reading instruction, students who are below grade level will also be provided with extra 30-45 minutes reading instruction on their level each day. Teachers will continue to use Write Score to sure up our writing instruction delivery. We will utilize Illustrative Math and Star Math as our primary curriculum and Progress Learning/Xtra Math for fact fluency practice and</p>

	assessment.
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.	Not applicable

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.	We are in contact with early childhood centers in our district about the learning needs of our students. We work closely with our PK teachers regarding the learning needs of students prior to their entry into Kindergarten.
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.	
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.	We will work to be proactive in the area of student discipline. We will teach rules, expectations, and procedures clearly and consistently to begin with. We will then work to provide meaningful professional development in regards to dealing with diverse learners so that teachers and staff members are more empathetic towards students. When rules and expectations are violated, we will work to clearly teach the correct behaviors and seek to praise and reward students after they have demonstrated that they learn from past negative behaviors. Furthermore, we look to provide engaging and challenging learning experiences to help students stay focused on learning.

ADDITIONAL RESPONSES

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8. Use the space below to provide additional narrative regarding the school's improvement plan.	The School Improvement Committee was formed by taking a representative from each grade level and an Exceptional Education representative in addition to the administrative team to provide feedback and guidance from their perspectives to improve academic, social, and emotional development of the students attending Miller County Elementary. The group examined grade level data from the previous year and used the 2024-2025 CNA to guide their planning for the 2025-2026 school term.
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